A Process of Peer Drug Education

Nova Scotia

Commission on
Drug Dependency

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Acknowledgements

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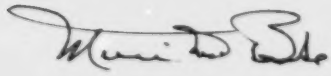
FACULTY ADVISOR HANDBOOK

Preface

Peer Power is an educational process utilizing trained senior high school students in grades ten, eleven and twelve who present drug education to upper elementary and junior high students. Lessons are delivered to students in grades five to nine. The senior students volunteer their time and each school has a volunteer faculty advisor to co-ordinate the program.

The successful continuation and growth of the peer drug education program is a result of the dedication and enthusiasm of faculty advisors, school administrators and regional staff. May I thank you on behalf of the Commission for your on-going support and commitment.



Marvin Burke, RSW
Executive Director
Nova Scotia Commission on Drug Dependency

Rationale

Peer Power is a peer drug education process, designed to encourage student participation. This experiential approach encourages students to consider both the possible effects of drugs on a person's everyday life and the alternatives to drug involvement. School and community resources are considered for students concerned about drug-related problems, either through their own use or use by family members or friends.

The *Peer Power* process trains peer educators to deliver drug education lessons to students in grades five to nine. The lessons are designed to reflect students' interests, concerns and learning abilities at the various grade levels. Peer educators are trained to co-facilitate specific lessons which are based on drug information, socio-dramas, student centred activities and group discussion. The term, *Peer Power*, captures the dynamic energy generated by the enthusiasm and commitment of volunteer peer educators and faculty advisors, which is transmitted to younger students in the classroom and to the school, families and community through on-going drug prevention activities.

Peer Power is intended to supplement existing drug education efforts in the school by providing a unique method of presentation by peer educators and opportunity for students to actively consider drug-related issues. It sends another messenger with a similar message for students. The teacher frequently follows the lessons with more information, capitalizing on the motivation created by peer educators.

To qualify as peer educators, senior high students must attend a number of In-School Preparation Sessions, a Training Workshop offered by the Nova Scotia Commission on Drug Dependency (NSCODD) in co-operation with faculty advisors and the community, and must be prepared to deliver specific lessons at particular grade level(s). During the In-School Preparation Sessions, peer educators become familiar with the selected lessons and increase their drug information base. The formal Training Workshop increases skills and confidence and develops teamwork techniques through a process of team building, practice presentations, discussion leading, listening skills and referral information. Presentation of self and lesson content is perfected. Communication skills are developed.

Peer educators are leaders in the school and community and can serve to assist drug prevention efforts through on-going involvement in activities year round. They are encouraged to apply their training to their everyday lives and to continue to make a powerful, positive difference. They may consider involvement with Drug Awareness Week, class projects, parental awareness, mall displays, and local committees of NSCODD, etc.

Implementation

Faculty advisors should be familiar with the contents of the Manual (including the Training Workshop component) and the structure and content of the lessons plans. The Drug Information Fact Sheets are included after the *Peer Power* lesson plans.

Promotion

The peer drug education program may be promoted in the high school through:

- announcements
- posters
- word of mouth
- newsletters or school newspaper

Recruitment and Selection

To recruit students for participation as senior peer educators, schedule a general meeting for those interested. Inform students of the program's objectives and the responsibilities of a peer educator. Peer educators should be aware that they must attend the In-School Preparation Sessions and the formal Training Workshop in addition to lesson delivery at selected grade levels in teams of two or three. They may have to make up missed classes and assignments. Confirm a date and time for the first In-School Preparation Session and ask interested students to put their name and grade on a sign up sheet.

The following selection criteria are suggested:

- Students represent a cross-section from Grades 10, 11 and 12. This will provide senior leadership and a core group for next year.
- Students must maintain passing marks.
- Students should not be overly involved with extra curricular activities as the program requires a commitment of time and energy.
- Students must attend all In-School Preparation Sessions and the Nova Scotia Commission on Drug Dependency Training Workshop to be certified as peer educators for classroom delivery in teams of two or three.
- Students must display mature, responsible behaviour in their everyday lives.
- Students can participate as peer educators for a maximum of three years.

In-School Preparation Sessions

Overview

It is the responsibility of the faculty advisor, upon recruitment and selection of the senior high school peer educators, to conduct approximately six preparation sessions with students, either during the lunch hour or after school. Four of the In-School Preparation Sessions occur before the Training Workshop with NSCODD staff. The final In-School Preparation Sessions with peer educators are conducted within one week after the Workshop is completed.

The purpose of the first set of In-School Sessions is to build group cohesiveness and allow peer educators to become familiar with program responsibilities as well as to be sure of their commitment of time and energy. Peer educators will also become familiar with the structure and content of the lesson plans they will be delivering.

During these sessions, the faculty advisor provides copies of all lesson plans at the grade level(s) selected for delivery, and reviews the structure and content. Peer educators are to take the initiative in considering how they will present material in the lessons. The faculty advisor is not responsible for training peer educators to present *Peer Power* lessons during the In-School Preparation Sessions. This is the role of NSCODD staff during the Training Workshop. Faculty advisors are encouraged to assist NSCODD staff and the School Board Drug Education Co-ordinator (if available) to conduct formal training sessions during the Workshop.

The purpose of the last In-School Sessions is to assure the peer educators are prepared for their lessons. These sessions allow time to: review visual aids such as overhead transparencies, handouts and "theme" posters to introduce each lesson· to discuss negotiations with the classroom teacher; to finalize details regarding transportation and delivery time for school classes; to answer any last minute concerns. Peer educators should deliver to their assigned classes within two weeks of the Training Workshop.

Faculty advisors are asked to designate teams of two or three peer educators *prior* to the Training Workshop.

Supplementary fact sheets and audio visual material on alcohol and other drugs can be ordered through the offices of the Nova Scotia Commission on Drug Dependency. The addresses and telephone numbers of regional offices may be found in the Resources section of the Fact Sheets. Community resource personnel, police officers and self help groups can be invited to an In-School Preparation Session to present students with supplemental information on drug awareness.

Although six In-School Preparation Sessions are suggested, faculty advisors and peer educators are encouraged to maintain on-going year-round involvement in drug prevention/awareness activities, co-operating with school and community resource agencies and/or programs.

Guidelines

These guidelines provide suggestions for information to be covered during the In-School Preparation Sessions. There should be one session per lesson plan and therefore the number of sessions depends on the number of lessons and particular grade level(s) selected. It is suggested that faculty advisors select a *maximum* of two grade levels for delivery during an academic year. There is also a need for follow up sessions after the Training Workshop. Each session, scheduled during either the lunch hour or after school, should last approximately 45 minutes.

Session 1

Objectives:
To present an overview of the peer drug education program; to introduce participants; to discuss with students expectations and reasons for involvement; to review the Fact Sheets; and to schedule a convenient time for future In-School Preparation Sessions.

Process:
The faculty advisor presents an overview of the objectives of the peer drug education process and explains the responsibilities of peer educators toward the program and their school work.

Students introduce themselves, followed by a discussion of their expectations and reasons for involvement. This exercise allows the faculty advisor to define the role of a peer educator and to address any concerns students may have. Students should record their expectations at this point so that they can refer to them during the last session to determine if their expectations are being met.

The faculty advisor spends at least 30 minutes reviewing the drug information and activities in the Fact Sheets. Copies are given to each peer educator. The review of drug information will help students solidify their knowledge of drug terms, risks and classifications. Completion of the exercises will demonstrate how these activities can be handled in a classroom. Time should be allowed to address questions.

Discussion of school and community resources will provide students with a list of referral agencies. As a follow up activity, the faculty advisor can suggest that peer educators locate the names and telephone numbers of resource people in their school and community. These lists will be useful for discussion of resources in lesson delivery and for peer educators to suggest referrals for students troubled by drugs in their lives. The lists are shared at the beginning of the next session. The Fact Sheets on Risks and Resources can be given to the classroom teacher in advance of lesson delivery by peer educators, should the teacher wish to conduct a pre-peer educator session to focus the class on the *Peer Power* program in preparation for the peer educators.

Session 2

Objectives:
To share resource lists; to review Lesson One; to designate peer educator teams.

Process:
The faculty advisor invites peer educators to share their lists of community and school resources. Peer educators complete their lists from the information provided.

The faculty advisor designates teams of two or three peer educators for classroom delivery. Students should be matched based on compatibility, availability, teamwork ability, and complementary presentation/communication skills and styles. Peer educators may choose their own partner(s) if approved by the faculty advisor. Teams must be confirmed before the Training Workshop.

Copies of the first lesson at the grade level(s) are distributed to students. The theme, structure and content of the lesson are reviewed by referring to the Lesson Plan Overview in the Handbook. The faculty advisor should allow time to address students' concerns about content and structure.

The last half of the session is devoted to discussion by peer educators of innovative ways of presenting the material. While presentation skills of the various components of the lessons will be demonstrated and practised during the Training Workshop, this session will permit peer educators to consider how they might handle the components and the use of visual aids to enhance their presentations. Peer educators should note any visual aids they wish to make, working in teams of two or three.

Sessions 3 and 4

Objectives:
To review the themes, structure and content of other lessons to be presented at the grade level(s); to confirm Training Workshop logistics.

Process:
Similar to the review of Lesson 1, which occurred during Session 2.

Students should be informed of time and place of the formal Training Workshop. The faculty advisor assures the time is suitable for all students and confirms the logistics. (See Training Workshop component of the Handbook.)

Session 5 and/or 6

These sessions should be scheduled within one week after the Training Workshop.

Objectives:
To address peer educators' concerns; to discuss teacher involvement; to prepare visual aids; to redefine peer educators' expectations; to consider on-going involvement in drug prevention/awareness activities.

Process:
The faculty advisor and peer educators discuss any last minute concerns regarding presentations and confirm time, location and transportation for delivery of lessons. Each peer educator team should know where and when they will present their lessons, and the name of the classroom teacher.

Negotiations with the classroom teacher are discussed. Some of the concerns to be addressed include:

- Is the teacher aware that he or she is expected to be in the classroom during the lesson presentations?

- Should the teacher be consulted regarding any potential class management difficulties and the advisability of group or pair work with the class? If peer educators elect to conduct activities in groups or pairs, the classroom teacher can be asked to divide the class before the lesson begins.

- Would the classroom teacher like to conduct a pre-session on Risks and Resources? If so, the Fact Sheets can be provided in advance.

- Are there any follow up activities that need to be pre-arranged with the classroom teacher?

- Is the teacher willing to continue discussion of any part of the lessons that peer educators presented? For some lessons, particularly the drug information review, there may not be time to answer all student questions. Peer educators should ask the teacher if he or she is willing to address other questions during another class after all lessons have been delivered.

Time should be allocated to confirm that peer educators are preparing visual aids for their presentations. These aids may include overhead transparencies, handouts, or posters to supplement the theme of the lessons. Peer educator teams should make these aids on their own time. This session provides an opportunity to clarify how to make them, and for faculty advisors to make materials available. Proper use of visual aids are an important focus during the Training Workshop. The faculty advisor may consider a review of segment no. 8 of the Training Workshop Module.

Toward the end of the session, the faculty advisor discusses with peer educators their expectations for the program. In confirming their expectations, they can refer to their initial comments during the first In-School Preparation Session.

The faculty advisor should talk with peer educators about implementing the suggestions for on-going involvement in drug prevention/awareness activities that are discussed during the Training Workshop. (For further information, refer to segment no. 10 in the Training Workshop Module.) This discussion can be followed up during a later session once the lessons have been delivered. It is important that peer educators feel they are a part of drug prevention in their school and community and that their involvement need not stop once the peer drug education program is completed.

At the conclusion of this session, the faculty advisor ensures that action plans are in place and that peer educators know what they are to do and have all the materials they need to conduct successful lessons.

Training Workshop

The Nova Scotia Commission on Drug Dependency, in co-operation with faculty advisors, the School Board Drug Education Co-ordinator (if available) and other community resources, provides a Training Workshop to prepare peer educators for classroom delivery. This training occurs after the students have completed at least four In-School Preparation Sessions.

It is the role of the faculty advisor to co-ordinate arrangements of time, location, food and transportation for the Training Workshop. These logistics should be confirmed with the NSCODD Regional Field Representative and Drug Education Co-ordinator (if available). Faculty advisors are encouraged to participate in the training process, conducting preferred sessions and encouraging student participation.

One-Day or Two-Day Workshops

There are increasing numbers of students involved in peer education. Accordingly, several schools are often represented at one Training Workshop. In an effort to eliminate difficulties of scheduling and time conflicts for students, faculty advisors and chaperones, two training time-frame options are offered: the one-day program (six to eight hours) and the two-day program (four to five hours per day).

Both time-frame options include the essential components of the model ten-hour peer education training program. (See Training Workshop Module.) The one-day workshop may be the only option possible, depending on a decision by the school principal or School Board, particularly if peer educators represent several schools. (If the workshop is held on a school day, students miss only one day of classes.) The two-day workshop fosters strong group cohesiveness and provides more time to address students' questions and concerns. If an overnight stay is included, peer educators may be overtired after a late night and attention span may be limited. Therefore, the one-day workshop (six to eight hours) or two-day workshop (five hours per day) time frames are encouraged.

Faculty advisors should choose the option that best meets their requirements. The NSCODD will attempt to meet individual school needs in arranging the most effective Training Workshop. School Boards which have historically established training workshops will be accommodated.

Chaperoning

One adult chaperone is required for every twenty-five students taking part in the Training Workshop. For overnight stays, one male adult and one female adult are required for each group of twenty-five. The faculty advisor can serve as chaperone and should be present at the Training Workshop. The chaperone may also be another staff person or parent. Please note that NSCODD staff are responsible only for training session delivery, not chaperoning.

Time-Location-Food-Transportation

It is the responsibility of the faculty advisor to confirm time and location of the Training Workshop (one-day or two-day) with the school principal, the NSCODD Regional Field Representative and Drug Education Co-ordinator (if available). The training can occur during the school week if approved by the School Board. It is suggested that a maximum number of thirty students attend the Training Workshop. If more than one school can attend from the same district, this enables students to meet new friends and fosters a "peer education spirit." Further, faculty advisors can share responsibilities. If the workshop is scheduled for a weekend, students should know well in advance to re-arrange part-time job commitments, etc. Peer educators must attend all of the Training Workshop and abide by ground rules. It is recommended that the Workshop be held in a location other than the School, such as a community hall or resource centre.

Faculty advisors co-ordinate arrangements for meals and snacks. Support can be given by the school, community service clubs, church groups, and local restaurants. Arrangements for transportation to and from the Training Workshop are co-ordinated by faculty advisors. Parents or chaperones may assist. All peer educators must have copies of the specific lesson plans for delivery with them for the workshop sessions. Faculty advisors should also make arrangements for the following materials to be available during the workshop: overhead transparencies, projector and screen, flip chart with paper, water soluble pens, and large markers.

For specific information on the components of the Training Workshop, refer to the Training Workshop Module.

Lesson Delivery

The faculty advisor is responsible for co-ordinating the delivery of *Peer Power* lesson plans in upper elementary and/or junior high classes. This involves communication with the school principal(s) and designated or volunteer teachers.

The *Peer Power* lessons are intended to supplement existing drug education offered in the schools. It is therefore important that the schedule for lesson plan delivery be confirmed for the most appropriate time based on material concurrently covered in participating school classes. The faculty advisor should contact the feeder schools early in the academic year in order to confirm the most appropriate time for delivery of the lessons by peer educators.

It is essential that the classroom teacher remain in the room during delivery of peer education lessons. Peer educators are trained on the understanding that the teacher will be present. While the classroom teacher is not expected to take part in the lessons, his or her presence ensures that the peer drug education program will complement on-going drug education in the school. In addition, the teacher will be able to answer any student concerns not addressed during the lesson delivery, conclude any follow up activities suggested by peer educators, and maintain class discipline, if necessary. Further, classroom teachers may conduct a pre-peer educator session based on the Fact Sheets if desired by the faculty advisor in consultation with the teacher prior to delivery by peer educators.

Youth Recognition

Peer educators and faculty advisors will receive a formal certificate once all lessons have been delivered. This award ensures that students who attended the Training Workshop and completed the lesson delivery receive proper recognition for their achievements from the Nova Scotia Commission on Drug Dependency. Recognition may also occur on a regional or local level, depending on individual school groups.

The Lesson Plans

Overview

The lesson plans complement existing drug education in schools. It is assumed that elementary and junior high students will receive other drug education classes within the curriculum.

It is important that peer educators deliver all lessons at the grade level(s) selected by the faculty advisor. Each lesson has been structured to complement the preceding one. In addition, the various component parts of each lesson have been designed to build on previous components.

The lessons encourage active participation by students. While drug information is reviewed in the first lesson at each grade level, the focus of discussion is on considering how drugs can adversely affect a student's everyday life and looks at alternatives to drug involvement, as well as school and community resource information for referral.

Faculty advisors will notice that very little formal teaching is required of peer educators. Peer educators are not trained to replace the classroom teacher. They are trained to present material in an interesting way that encourages student discussion and participation in a number of specified activities.

Lesson Components

Each lesson is built of separate components, each of which complements the others. The components are modeled during the Training Workshop and peer educators will receive ample opportunity to practise the skills demonstrated.

Most lessons contain the following components:

- **Introduction**

Peer educators introduce themselves and the theme(s) of the lessons to be presented.

- **Drug Information**

This component is based on the Fact Sheets. Directions in the first lesson at each grade level instruct peer educators on what material to cover at a particular grade.

- **Game**

Drug knowledge acquired by students during the drug information session is reviewed. There is a different activity at each grade level, designed to affirm what students have learned without implying they are being tested. Peer educators will be trained during the workshop to organize and manage game activities in the classroom.

- **Socio-Drama**

Several lessons include socio-dramas in which peer educators and selected students act out drug-related situations. These socio-dramas provide entertaining messages about accepting responsibility for one's decisions. Peer educators are trained to introduce, conduct and summarize the conclusions of socio-dramas, discussing school and community resources for help with drug-related problems.

- **Discussion Period**

All lessons contain discussion periods. Students are given drug-related situations and asked to consider methods of resolving the conflicts presented.

- **Follow up Activity**

A number of lessons conclude with a follow up activity to be reviewed by the classroom teacher after the lessons have been delivered. Peer educators are instructed to pre-arrange these activities with the classroom teacher and to ensure students know what to do and when their work will be reviewed in class.

- **Closing**

At the conclusion of each lesson, peer educators summarize the lesson by referring to the objectives. At the end of the last lesson at each grade level, peer educators encourage the class to remain involved in drug prevention activities.

Use of Visual Aids

Many of the lessons require the use of overhead transparencies, flip charts or boards, and handout material. Faculty advisors should ensure that peer educators have an opportunity to prepare visual aids in advance of the lesson delivery dates.

Group or Pair Work

All lessons suggest students work on activities in groups or pairs. This is the preferred method of presentation as it allows for participation by the greatest number of students. The classroom teacher should be consulted if group or pair work is to be considered. Peer educators may either request the classroom teacher to group students before the first lesson or group students themselves at the beginning of the first lesson. Four or five groups is the ideal number.

Peer educators may consider one of the following methods of grouping students:

- Turn rows into groups.
- Group students seated close to each other.
- Ask students to sound off, "one, two, three, four, five". All number ones make the first group, all number twos make the second, and so on.

Some classroom teachers may advise against group work. If pair work is advised, peer educators should arrange for students seated closest to each other to form pairs. The activities in the lessons may be conducted with the entire class if the teacher advises against group or pair work.

Lesson Themes

The lessons for each grade focus on a theme which reflects the interests and concerns of students at that grade level. The components of all lessons at each grade level build on the theme for that grade.

Grade 5: You, Your Friends and Your Family

These two lessons focus on the relationship of the student with his or her family and friends, and consider how drugs can interfere with these relationships. The first lesson begins with a review of drug information and then asks students to consider new activities they would like to try and to think about how drugs could interfere with their enjoyment of these activities. In considering the effects of drugs on their lives, students refer to what they learned in the first half of the lesson.

The second lesson starts with a game to determine what students have learned about drugs in the first lesson. To reinforce how drugs can affect the individual, students are given a situation to consider in which a young boy's interest in computer games turns into an obsession that rules his life. Students are to note how this obsession affects the boy's behaviour and then consider the behaviour of a person who is becoming dependent on a drug. At the end of the situation, the boy needs help in overcoming his reliance on computer games for companionship. Students must then think about how they can offer help to someone troubled by drugs by being a good friend who is caring and willing to listen. This lesson does not relate computer use to drug use, but rather provides a non drug-related situation to initiate participation for a proceeding activity where drug use is considered.

Grade 6: Keeping the *You* in *Youth*

These two lessons focus on the student's needs and hopes for the future, and consider how drugs can interfere with his or her dreams.

Since students at the top end of elementary school might be curious about the availability of drugs in junior high school, the first lesson is devoted to a drug information review in order to dispel any myths. Following a discussion of suggested parts of the Fact Sheets, students complete a puzzle to affirm what they have learned.

The second lesson reinforces decision making skills. Peer educators review the steps in decision making with students. They then provide a series of situations revolving around students and drug involvement, and ask the class to use decision making skills to resolve the conflict in each situation. The focus remains on the individual: how to make a responsible decision for oneself and consider the consequences of that decision.

Grade 7: Fun Without Drugs

These three lessons for students at the entry level of junior high school, help them consider alternatives to drug involvement and encourage them to think about activities they enjoy and how drugs could interfere with their enjoyment of these activities.

The first lesson is devoted to a review of drug information and an activity to affirm what students have learned. The activity asks students to apply their knowledge to a series of situations for discussion.

The second lesson begins with a socio-drama about a new student at school. The student (played by a peer educator) considers all the options open to him or her, one of which is involvement with drugs. The objective is to encourage students to think about the options open to them in junior high, and the consequences of certain options. The lesson concludes with a discussion of the solutions presented in the socio-drama.

The third lesson encourages students to think of ways of saying "no" to drug involvement. Following a general discussion of means of saying "no", students are given situations and asked to consider ways of resolving the conflicts. These situations may be used for discussion or turned into socio-dramas to be acted out by student groups.

Grade 8: You Make a Difference

These three lessons focus on the concept that everyone makes a difference in the lives of others and that what counts is making a positive difference.

Following the theme presentation and drug information review in the first lesson, students engage in a game to affirm what has been learned. The game can be played by groups, pairs or individuals.

The second lesson encourages students to think further about making a positive difference in the lives of others. The lesson begins with discussion of a situation that focuses on accepting responsibility for one's decisions and making known one's feelings. This is reinforced by a socio-drama, involving the peer educators and students, that encourages students to think of ways of helping an individual take responsibility for his or her decisions.

The third lesson continues on the theme of making a positive difference in the lives of others. Peer educators are given alternative ways of handling this lesson. One method is to assign groups of students socio-dramas that involve showing a student troubled by drugs, care and understanding through listening and offering support. If the class is uncomfortable with acting out these dramas, or if group work is not advised by the classroom teacher nor preferred by peer educators, the team can provide students with

situations to discuss. Similar to the socio-dramas, these situations require students to think of positive ways to help a friend.

Grade 9: Deal in Solutions

These lessons are for students at the top end of junior high school. They are designed to encourage students to think of ways of continuing their involvement in drug prevention/awareness activities.

The first lesson is devoted to a review of drug information, followed by a puzzle to affirm what students have learned.

The second lesson begins with a discussion of how an individual can help a student whose life is troubled by drugs, be it their own use or use by someone close to them. Students consider ways to offer personal support and then review school and community resources. In the second half of the lesson, students think about ways in which they have offered support to a friend or family member in the past, and reflect upon how they felt.

The third lesson looks at issues related to drugs and society. Students are given a number of situations to consider from finding ways to keep drugs out of the school yard to thinking of means of continuing involvement in drug prevention/awareness activities in senior high school. In this lesson they are involved in problem solving and discussion surrounding relevant issues.

Peer Power Training Workshop Module

Introduction

The Training Workshop guidelines have been developed to provide instruction for peer educators and faculty advisors involved in the *Peer Power* process. The model presented here will accommodate the needs of peer educators going into any classroom from grades five to nine. The workshop can be used with groups of up to 30 peer educators or adapted for use with larger groups.

Peer Power is an experiential process with lessons that include discussion periods, socio-dramas and games, all of which encourage student participation. In order to make peer educators comfortable with the experiential nature of the lessons, the workshop takes a similar approach. Students and faculty advisors in attendance are expected to play an active role in the training process.

It is important that peer educators understand their part in the training process, and that the teaching methods demonstrated during the workshop are the suggested methods for use in the classroom.

The model workshop provides for ten hours of training plus breaks for lunch and refreshments. The workshop may be held on one day or on two consecutive days. Additional information on the advantages and disadvantages of one or two day workshops, and the rationale behind the *Peer Power* program is included in the Faculty Advisor Handbook.

Workshop Location

The workshop should be held in a space which can accommodate whole group presentations as well as small group work. It is preferred that students work in one area, such as a community hall, but if this is not possible one large room with several adjoining rooms will be sufficient. Since it is suggested that participants have lunch on site, a facility which permits food preparation and/or catering is preferred. A location other than the school will help foster group cohesivesness.

Workshop Materials

The following items will be needed to conduct the workshop.

- Flip chart with paper, overhead transparencies, overhead projector and screen, water soluble markers for students' use, large permanent markers.
- Paper and pencils for all participants. Sheets of bristol board will be useful for groups wishing to make posters.
- Lesson plans for all peer educators at the grade level(s) being covered.
- Copies of the material in the appendix to the Training Workshop component of the Handbook.
- Copies of the Fact Sheets in the Manual.
- Tables and chairs for group work; one table per group of five or six students and sufficient chairs for all participants.

Model Agenda

The agenda presented is intended as a model and may be adapted by facilitators to meet individual and school requirements. In the pages that follow, each component of the agenda is broken down into objectives and processes. Please note that time frames are suggested and may be altered to meet differing needs.

1. **Welcome** *(15 minutes)*
   - Opening Remarks
   - Agenda

2. **Introductions** *(45 minutes)*
   - Team Triangles
   - Your Message

3. **Factual Overview and Update** *(60 minutes)*

4. **Communication Skills** *(60 minutes)*
   - Presentation Techniques
   - Activities

5. **Your Lesson and You** *(60 minutes)*
   - Themes
   - Materials
   - Lesson Components: Introduction, Drug Information, Game, Socio-Drama, Discussion Period, Follow up Activity and Closing.

6. **Team Triangles** *(45 minutes)*
   - Part I Lesson Preparation

7. **Team Triangles** *(90 minutes)*
   - Part II Lesson Presentations

8. **Team Triangles** *(120 minutes)*
   - Part III Lesson Preparation and Presentations

9. **Your Class and You** *(45 minutes)*
   - What to Expect
   - Teamwork

10. **School/Community Resources and You** *(30 minutes)*

11. **Action Plan and Closure** *(30 minutes)*

Total Training Time: Ten Hours
Additional time should be included for breaks

1. Welcome

(15 minutes)

Objectives:

- To introduce the facilitators to the students, and welcome students and faculty advisors to the Training Workshop.
- To review the workshop agenda.
- To consider the meaning of the term: *Peer Power.*

Opening Remarks

(5 minutes)

Process:

- Students are seated in a horseshoe arrangement. Tables are reserved for group working during the workshop.
- Faculty advisor(s) introduce themselves and welcome facilitators.
- Faculty advisor(s) set the ground rules for the workshop. Peer educators are told that *Peer Power* is a participatory or experiential program and that their active involvement is vital to the training process. Students will be working with the partner(s) with whom they anticipate sharing the lesson presentations in the classroom. Teams of two or three will be expected to take an active part in group work.

Agenda

(10 minutes)

- Facilitators distribute the workshop agenda and review the components with peer educators, inviting their comments and concerns. Students who wish to add elements to the agenda based on their own expectations for the Training Workshop, are invited to express their opinions.
- The facilitator thanks faculty advisors present for their time and effort in arranging the program, and reminds them that they too are invited to take an active part in the training process.

2. Introductions

(45 minutes)

Objectives:

- To introduce peer educator team partner(s) to each other.
- To arrange peer educator teaching teams into groups of three teams per group.
- To encourage students to develop and present the messages they wish to convey to younger students through involvement in peer drug education.
- To build group cohesiveness.

Team Triangles

(15 minutes)

Process:

- Peer educators must be seated beside the partner(s) with whom they will deliver the peer education lessons.
- Partners introduce each other to the whole group, giving their partner's name, school, and something unique about the other person.
- As each peer educator team introduces themselves, the facilitator writes down their first names and arranges teams in groups of three. If more than one school is represented, the facilitator puts teams from the same school in different groups. Each group, made up of three peer educator teams (i.e. six to nine students), completes a team triangle.
- The facilitator announces the teams that will comprise each group, designates an area in the room (or adjacent rooms) where each group of three teams will meet, and presents instructions for the activity that follows.

Your Message

(30 minutes)

This activity mixes students, initiates team building within triangle groups that will remain together for the entire training process, and provides students with a comfort zone to prepare their first presentation.

Each team triangle is given five to ten minutes to invent a name for their team and come up with a creative way to present a powerful message about peer education to the whole group. The message should convey a concept they wish to communicate to younger students about peer drug education.

Each team triangle is invited to present its message to the entire group. They may elect to present their message by lip-sync, acting out a short socio-drama, reading it in a rap beat, writing a poem, or drawing a poster. Teams should invent their own methods of presentation. The more creative the better as imaginative techniques are encouraged throughout the delivery of the lesson plans. All members of the groups should be involved in the development and presentation of the message.

The facilitator records each team's name on the flip chart or overhead for all to see.

3. Factual Overview and Update

(60 minutes)

Objectives:

- To review the Fact Sheets in the Manual.
- To answer students, questions regarding current drug information and to offer a factual update.

Process:

The facilitator presents an overview of the Fact Sheets in the Manual, which contain information on drug terms, risks involved in drug use, the characteristics of common drugs under the categories of uppers, downers and all-arounders, and school and community resources. While the material on resources may be referred to at this point, the facilitator should explain to peer educators that it will be reviewed in depth toward the end of the training process. (See no.10 on the agenda.)

Several sections of the Fact Sheets include student activities. The facilitator can model ways these suggested activities could be conducted in classroom settings, varying the method to suit the grade level(s) being considered. Techniques for presenting information are also found in the Fact Sheets.

The facilitator should be prepared to answer questions from the peer educators regarding current drug information and to offer a factual update. Areas of concern could include recent media items and additional information on specific drugs, such as crack, ice or steroids.

If time does not permit all questions to be answered, the facilitator may suggest *Peer Power* groups invite a police officer, pharmacologist, representative of the Nova Scotia Commission on Drug Dependency, or another community resource person to attend a meeting of their group to discuss questions further. As noted in the Handbook, faculty advisors are recommended to include in their In-School Preparation Sessions, a presentation from one or more of these resource personnel and to incorporate relevant audio visual material. Regional offices of the NSCODD can provide resource information, in addition to local services and facilities and the Department of Education. The facilitator can also forward information for peer educators to the faculty advisor after the workshop.

Alternatively, the facilitator can allocate time following his or her factual overview for a resource person to make a presentation and address student concerns, thus encouraging interaction between the school and the community. However this presentation should be a supplement to, and not a replacement for, the facilitator's overview of the Fact Sheets.

4. Communication Skills

(60 minutes)

Objectives:

- To review and demonstrate classroom communication skills.
- To conduct group activities on: giving directions; sending verbal and non verbal messages; conducting effective question-answer periods; and practising active listening skills.

Process:

There are two parts to this section of the training process. In the first part, facilitators review specific points about effective communication skills. In the second part, students practise communication skills.

Presentation Techniques

(30 minutes)

The facilitator reviews the communication points included in the appendix. The emphasis is on explaining to students how these points may be applied in a classroom situation. The focus is on effective presentation of self as well as lesson content.

To emphasize each point, the facilitator can dramatize certain skills. For example, one point involves chewing gum. In reviewing the disadvantages of chewing gum while making a presentation, the facilitator might chew gum. To demonstrate the need to speak loudly enough, the facilitator may vary his or her voice from a whisper to a shout, ending with the correct level. In explaining the need for neat dress, the facilitator may slip on an outrageous or inappropriate item of clothing. This will effectively demonstrate that students may be distracted if peer educators do not pay attention to effective verbal and non verbal communication skills.

Activities

(30 minutes)

- The first activity in the appendix is designed to emphasize the importance of verbal and non verbal messages.

Ask each student in turn to say the word "oh", to express one of the emotions suggested in the appendix. The same phrase can mean different things, depending on the tone and non verbal expression.

- The second activity demonstrates the importance of clarity when giving directions.

The facilitator asks a volunteer to explain to him or her how to put on a pair of glasses. The volunteer must provide verbal instruction only and may not use visual aids or demonstrate the action to be taken. The facilitator deliberately misinterprets the intent of the instructions. For instance, if the volunteer suggests the facilitator pick up the glasses with the right hand, the facilitator may pick them up upside down or the wrong way around. Peer educators should be reminded to be specific when giving directions for exercises or group work, and to clarify students' understanding throughout every lesson.

Two-Way Activity

- The third activity demonstrates the importance of two-way communication, building on the previous exercise of giving precise directions. Clarity during question-answer periods and active

listening skills are emphasized. In this activity, students work in pairs.

- Provide every student with a blank sheet of paper and a pen or pencil.

- Ask partners to be seated with their backs to each other and, without looking at their partner's work, to take three minutes *and draw a simple design that is meaningful to them. The design* can be a symbol of something they value or it can be an uncomplicated geometric shape.

- In each pair, one partner is to turn over his or her sheet of paper. That person is to draw on the blank side of the paper, the design created by their partner by listening to verbal instructions only. They are not permitted to see the original design, but will attempt to draw it by following directions given by their partner while seated back to back.

- The partner whose design is being reproduced provides concise verbal directions for completing the drawing. He or she may not see the design being drawn nor show the original to the partner. They can communicate only through direct instructions and questions and answers.

- When this exercise has been completed once, the roles are reversed and it is repeated.

After the activity is finished, the facilitator should emphasize the following conclusions.

- Clear directions are crucial, especially as peer educators will be conducting class lessons that involve work in pairs and groups.

(The facilitator should review appropriate methods of providing directions for games and group work and demonstrate how to effectively ask questions to elicit group and/or individual responses.)

- It is important to listen to what a student has to say. The exercise just completed would have been easier had partners been able to see each other and the diagrams. The purpose is to stress the importance of listening to non verbal as well as verbal messages from students.

- Listening skills are important, not only for classroom presentations but for the students' everyday lives. They should practise listening to friends and family. Often a person can help a friend with a problem just by being a good listener, and noting verbal and non verbal messages. Both in and out of the classroom, peer educators can listen to students and offer referrals to resource persons and agencies. Hopefully, by demonstrating their willingness to listen, they can encourage students to do the same for their friends and family.

5. Your Lesson and You

(60 minutes)

Objective:

To review each component in the lesson plans for the grade level(s) being covered, focusing on how to conduct these components effectively. The components include: introduction, drug information, game, socio-drama, discussion period, follow up activity, and closing.

Process:

In reviewing the components of the lessons, the facilitator should refer to appropriate parts of the lessons at the grade level(s) to be taught. If peer educators are being trained to deliver to Grade 8 classes then material should be chosen from among the components in the Grade 8 lessons. If peer educators are to deliver to Grades 5 and 6, then appropriate material should be chosen from the lessons for both those grades.

Important points to be made in this review of Your Lesson and You are as follows:

Themes

(10 minutes)

There is a theme for each grade level, a message that peer educators will get across to students. The facilitator should write the theme for each grade being covered on the board, overhead, or flip chart, and then discuss its meaning with peer educators. Ask students to discuss within their groups what the theme means to them and how they would express it to their classes. They can suggest creative means of focusing on the theme, such as creating a poster or an overhead transparency.

The themes for each grade are as follows:

- Grade 5: You, Your Friends and Your Family
- Grade 6: Keeping the *You* in *You*th
- Grade 7: Fun Without Drugs
- Grade 8: You Make a Difference
- Grade 9: Deal in Solutions

Materials

(10 minutes)

Most lessons involve the use of a board or flip chart, overhead transparencies and projector, hand out materials and other props, such as cards and a box or bag. The facilitator should review with students methods of preparing visual aids and the proper use of overheads, flip charts or boards. It should be stressed that team work is the most effective way of using these teaching aids.

Peer educators should be reminded to check the materials for each lesson before they enter the classroom to ensure they have prepared everything they need and know how to use it.

Lesson Components
(40 minutes)

The facilitator reviews each component of the lessons, focusing on how to conduct the component effectively. Each should be modeled by the facilitator with the assistance of a partner (NSCODD staff person, faculty advisor, or volunteer student). Pre-planning will be required for reviewing examples of a socio-drama and a game.

The facilitator reviews each of the components to help students become more familiar with the make up of the lessons they are to deliver. Most lessons include the following components:

- **Introduction**

Peer educators must make a strong impression at the beginning of the lesson if they are to engage the attention of students. They should be shown how to introduce themselves in the first lesson and how to introduce the main theme in all lessons. At the beginning of the first lesson, peer educators should lay down the ground rules, remind students that personal experiences are to be related in confidence, and mention school and community resources.

- **Drug Information**

The first lesson at each grade level includes a review of drug terms, risks and resources, and general effects of common drugs, and provides opportunity for activities that have meaning for students' everyday lives. Peer educators need to receive instruction on how to conduct the review, allowing adequate time to cover the material and for students to ask questions. If time does not permit all questions to be answered, students can be encouraged to write down questions. These are to be collected at the end of the class and either answered in the next lesson, or referred to the classroom teacher for follow up by the teacher or a resource person, such as a police officer.

- **Game**

Many of the drug information review lessons conclude with a game to affirm what students have learned in a non threatening, fun manner. The games have been designed to get away from the impression that students are being tested on their knowledge. Peer educators must be shown how to introduce a game, give clear instructions on how to play it, conduct the game fairly, and sum up the exercise when it is completed.

- **Socio-Drama**

Several lessons include socio-dramas to be acted out by peer educators and selected students. Peer educators must know how to effectively introduce the theme of the socio-drama, act it out, invite students to comment on the conclusions suggested by the drama, and then sum up those conclusions for the class, adding any points not already expressed.

- **Discussions Period**

All lessons include discussion periods to relate lesson activities to the everyday lives of students. In most lessons, students are given a number of situations to discuss individually or in pairs or groups, and several questions to consider. Peer educators must know how to introduce the theme of the discussion, clarify the subject for discussion, allow time for discussion, and then reconvene the class and invite individuals or designated spokespersons to comment on conclusions. Peer educators must also be taught how to summarize comments to encourage students to add other positive suggestions and to manage time effectively so that every group has an opportunity to make its presentation. Peer educators should be encouraged to anticipate possible questions and prepare for discussion.

- **Follow up Activity**

Some of the lessons have follow up activities for review by the classroom teacher after peer educators have completed their lessons. Peer educators assign these activities only if they have been pre-arranged with the teacher. They must know how to explain to students the purpose of the activity, what is expected of students, and when the assignment will be reviewed. The follow up activities allow for on-going drug education for the class and places the peer education program within the context of the school curriculum.

- **Closing**

Each lesson must have a definitive conclusion. Peer educators should be shown how to effectively end the lesson by reviewing what has been covered, by referring to the objectives of the lesson, and by providing students with the theme of the next lesson and the connection between lessons. At the conclusion of the last lesson at any grade level, peer educators should know how to make suggestions for on-going involvement in drug prevention/awareness activities. Students and the classroom teacher should be thanked for their time and involvement.

Additional information on the contents of the lesson plans at each grade level is included in the Handbook.

6. Team Triangles

Part I
Lesson Preparation
(45 minutes)

Objectives:

- To provide students with an opportunity to become familiar with group members in their teams.
- To enable students experience the process of teamwork in planning and delivering lessons.

Process:

The team triangles are reconvened in the previously designated areas of the room (as suggested in the introductory exercise). The facilitator assigns each team triangle one of the lessons to be delivered at a certain grade level. Each of the three teams in each triangle group is responsible for preparing one of the components of the lesson, as follows:

- **Team 1**: Introduction, Closing, Follow up Activity
- **Team 2**: Drug Information Review and Game
- **Team 3**: Socio-Drama and Discussion

The three teams in each triangle group will present their assigned lesson plan together for approximately fifteen minutes per lesson.

In preparing their presentations, each team should use the presentation methods demonstrated earlier. This exercise allows each team plenty of time to prepare components of the assigned lesson. This section of the training process permits peer educators to share ideas and to become more familiar with the lesson content. The faculty advisor(s) can oversee the preparation process.

7. Team Triangles

Part II
Lesson Presentations
(90 minutes)

Objectives:

- To present the components of an assigned lesson as a team triangle to members of the entire group.
- To give peer educators an opportunity to provide constructive feedback on the methods used to present the components of each lesson at particular grade level(s).

Process:

Each team triangle has been assigned one specific lesson to present.

The teams within each triangle present the components they have prepared to members of the entire group. The presentations should follow the order of the lesson so that the team responsible for the introduction and conclusion will begin and end the presentations. This process is important as each team presentation will set the stage for the one to follow. Each team within the triangle groups should have time to present for approximately five minutes, i.e. fifteen minutes per triangle group.

After each lesson presentation, the group is encouraged to offer feedback, emphasizing the methods used in conducting the components. Faculty advisors and other resource personnel should also comment following the presentations. Facilitators can then review the steps involved in conducting each component and add their own constructive comments on each presentation.

Feedback is crucial to this exercise as it gives students a chance to become more familiar with the methods suggested earlier for presenting the lessons. Presenters should also be encouraged to comment on how they felt during the presentation.

8. Team Triangles

Part III
Lesson Preparation and Presentations
(120 minutes)

Important Notes:

This segment of the training process occurs during workshops lasting eight hours or more. Alternatively, faculty advisors can conduct this segment upon return to the school as an In-School Preparation Session, if time permits prior to class delivery.

This segment of the training process should occur in succession, with no breaks scheduled if possible. It will take approximately 90 minutes to present, with an additional 30 minutes for preparation.

The team triangle lesson preparation segment (no.6 above) and presentation segment (no.7 above) are essential for all *Peer Power* Training Workshops.

Objectives:

- To prepare and present all the lessons at a grade level to members within each triangle group.
- To further prepare peer educators for classroom presentations.

Process:

Each team within each triangle group is assigned one of the lessons for a specific grade level. For example, one team will be assigned Lesson 1, another team will be given Lesson 2, and the third team will be given either Lesson 3 (for Grades 7 to 9) or one of the two lessons for Grades 5 or 6.

Each team is to prepare a ten to fifteen minute presentation of their lesson, focusing on the major components such as the introduction, drug education review, game, socio-drama, discussion period, follow up activity or conclusion. No team is expected to conduct the entire lesson assigned. Instead, they should select and prepare chosen components. Minimum preparation time of 30 minutes is suggested, with additional opportunity depending on the total time available.

Each triangle group arranges a mini-classroom area of their own.

Team members present the lesson they have prepared to the other two teams in their triangle group. The other group members play the part of well behaved students, answering and asking questions appropriately and taking part in lesson activities. Since there will be several mini-classes being conducted at one time, groups should be spread out or relocated in other areas of the building to ensure that lesson presentation and follow up discussion can occur in relative privacy.

Faculty advisors, facilitators and other resource personnel present should circulate among the triangle groups, observing the presentations and giving assistance, if necessary.

Following each presentation, the triangle group engages in a group discussion. The team that presented, discusses how they felt about their presentation. The other group members, who took the part of students during the presentation, offer feedback.

After a five minute triangle discussion, all the peer educators are reconvened. The facilitator asks each triangle group how their class went, focusing on the points of view of the presenters and the group members who received the presentation. Time should be allowed for general concerns and questions. This process of small group critique and large group sharing will assist teams to perfect their teamwork skills for preparation and delivery. The entire process for each lesson should occur within 30 minutes.

The above process is repeated for the second and third team members, with similar breaks between presentations for small group critique and large group sharing.

9. Your Class and You

(45 minutes)

Objectives:

- To provide peer educators with an overview of the developmental stages and general behaviour of students at the upper elementary and/or junior high levels.
- To encourage the development of teamwork through consideration of possible classroom situations.

What to Expect

(20 minutes)

Process:

In the first part of this segment, the facilitator reviews general behaviour characteristics of students in Grades 5 to 9. Focus is on the implications of certain behaviour patterns for delivery at specified grades. Information on developmental stages is included in the appendix.

Teamwork

(25 minutes)

In the second half of this segment, peer educators will discuss within their triangle groups various situations which emphasize the importance of teamwork.

Before this exercise begins, the facilitator should model one example of a situation included in the appendix, highlighting solutions for peer educators and writing suggested methods of teamwork on the flip chart, board or overhead.

Following the model demonstration, each group is given one or more of the other situations and is allowed five minutes to discuss solutions among themselves. Each group selects a spokesperson to present their situation and solution following discussion. The facilitator and faculty advisors are encouraged to add their own constructive suggestions for teamwork. Suggestions can be written on the flip chart, board or overhead by the facilitator, thus modeling effective use of the same as a reference point for team presentation and discussion. This exercise provides a model for directing small group process of task, discussion, feedback and summary.

10. School/ Community Resources and You

(30 minutes)

Objectives:

- To review school and community resources available for helping a person concerned about a drug-related problem.
- To consider ways that peer educators can remain involved in on-going drug prevention/awareness activities.

Process:

The facilitator reviews a list of community and school resources available in the peer educators' home town or district. A list of suggested agencies and self help groups is included in the Fact Sheets. Peer educators can complete this list with the names and telephone numbers of local resource personnel, and make it available to students. This list will help them make offers of referral to any student who approaches them with a drug-related problem, be it a personal problem with drugs or a problem associated with someone they care about. Lessons at all grade levels involve a discussion of community and school resources. Peer educators should be prepared by locating the names and telephone numbers of resource personnel in the school and community, if they have not been provided.

In order to encourage peer educators to continue their involvement in drug prevention activities, the facilitator reviews suggestions for year round involvement. The facilitator may suggest triangle groups discuss ways of staying involved among themselves and elect a spokesperson to report back to the entire group. Alternatively, the facilitator may involve all peer educators in one discussion. Ideas should include on-going activities in co-operation with existing agencies or clubs, such as the police, the Nova Scotia Commission on Drug Dependency, TADD (Teens Against Driving Drunk), student councils, support groups, foreign student groups, or cultural groups.

The facilitator writes suggestions for further involvement on the board, overhead or flip chart. Faculty advisors should encourage students to undertake their suggestions by providing a time and place for further discussion.

11. Action Plan and Closure

(30 minutes)

Objectives:

- To finalize plans for delivery of lessons.
- To conclude the workshop proceedings.

Process:

Faculty advisors discuss a strategy with students for lesson delivery. Peer educators should gather according to their schools for this purpose. The following points must be covered:

- Date, time and location of the next school meeting.
- Date, time and location of the delivery of lesson plans (if known).
- Who is responsible for what action, and when it is expected to be completed.
- Arrangements for pre-session work and follow up activities with the classroom teacher(s).
- When the classroom teacher will be approached on such matters as expected class behaviour, the division of the class into small groups, class rules, and the necessity of the teacher's presence during lesson delivery.
- Date, time and location of next meeting of peer educator teams. (To be decided by team members.)

At the conclusion of the workshop, the facilitator thanks students and faculty advisors for their on-going commitment and participation. Remaining questions are answered. The action plans discussed by school groups are clarified in addition to the preparation work to be undertaken by individual teams. A complete list of peer educators with school addresses is confirmed.

Peer educators will receive a formal certificate after the lessons have been delivered. These awards ensure that students who undergo the training process and complete classroom delivery receive recognition for their achievements from the Nova Scotia Commission on Drug Dependency. Recognition may also occur on a regional or local level, depending on individual school groups.

Appendix

1. Presentation Techniques

- **Gum**

Chewing gum will make it difficult to understand what the speaker is saying. If a presenter chews gum, students will expect the same privilege.

- **Get Attention**

While group discussion is in progress, it is often difficult to regain the attention of the entire class. There are a number of methods for drawing attention. You can arrange with the class at the start of the lesson that if you ring a bell, call out "Time's Up", or raise your hand, that discussion is to stop immediately. Whatever method is chosen, do not continue with the lesson until the class is quiet.

If students remain inattentive, stop the lesson and remind them that they are responsible for the information presented.

- **Speed**

Nervous presenters may speak too fast. Slow down to make sure you get your message across, with emphasis on the important points. Be aware of how quickly the lesson is progressing and, if necessary, adjust the speed of delivery.

Do not be uncomfortable with pauses; they can be used to regain the attention of distracted students.

- **Volume**

In speaking to groups, it is necessary to speak about 20 percent louder than normal. If you are unsure about your volume, ask a student at the back of the classroom if he or she can hear you. You can arrange for your partner to go to the back of the classroom and check your volume.

- **Expression**

How you deliver a message is often as important as the message itself. Practise speaking in a manner that underscores the most important words or phrases. Be yourself.

Peer educators should avoid slang, drug jargon and overuse of such expressions as "like", "you know", "OK" and "Umm".

- **Eye Contact**

Eye contact is an important method of including students in the lesson. When speaking to the class, try to catch the eyes of students in different areas of the classroom.

When a student asks or answers a question, maintain eye contact with that person. You will give the message that you really care about what they have to say. Acknowledge all questions and comments positively.

- **Stance/Posture**

Try to stand with your feet slightly apart, weight evenly distributed. Try not to sway from foot to foot or hop from one leg to the other.

It is inappropriate to be seated behind or on the teacher's desk. Remain standing at all times, if possible.

- **Gestures**

Gestures are natural ways of communicating and can enhance a presentation. Gestures can be used to emphasize points but be aware of overuse of gestures as this can be distracting. If a student at the back of the classroom raises a hand, you can point directly at the student, ask the person's name, and invite a question or comment.

- **Space to Speak**

Use the space available in the classroom and try not to remain rooted to one spot during the lesson. Move around, use the flip chart, overhead or board, and walk up and down the aisles during group discussion. Moving closer to a student asking or answering a question will make you seem more approachable.

Peer educator partners should not stand close together. By separating to different parts of the classroom, they will be able to maintain better control.

- **Class Feedback/Listen**

When you ask questions, or receive a response, listen to what the student has to say. Allow the student time to finish and show that you are interested by maintaining eye contact. Otherwise students may stop participating in the lesson. Give a positive verbal and non verbal message in response to questions or comments. Acknowledge all questions, repeating the question for the entire class.

- **Mannerisms**

Overuse of mannerisms can interfere with effective communications. Sometimes when we are nervous, we may chew on fingernails, fiddle with hair, scratch, or tug at parts of our clothing. If one peer educator notices such behaviour, he or she should privately inform the partner.

- **Attitude**

Your attitude toward the lesson, the students and the school is important. Show students that you believe in the message being delivered and that you care about their opinions.

Be specific about the information to be shared and make sure it is understood. Keep the lesson simple and clear by summarizing lesson components and student comments. Avoid derogatory remarks and negative verbal and non verbal messages. Show you care about your team partner through active co-operation.

- **Dress**

Dress neatly. Casual wear is acceptable but if you are trying to make a fashion statement, students may be more interested in what you are wearing than in the lesson being delivered. Avoid items of clothing that promote alcohol and other drugs.

- **Verbal and Non Verbal Communications**

Be aware that body signals from a student may portray inner feelings. A student may ask a very non-committal question about drugs but may be trying to tell you that he or she is very concerned about a problem. If you think a student is trying to tell you about a drug-related problem but is embarrassed to do so in front of the class, arrange to speak with that student after class. A simple, "That questions needs a better answer than I can provide in class. Why don't you see me afterwards?" may help. Peer educators are trained for lesson delivery, not for counselling. Make yourself familiar with school and community resources and information. Be an active listener and know local sources for referral.

You should also be aware of the non verbal messages you are sending. If you let your eyes drift away from a student who is speaking, you may be giving the message that you are disinterested in what he or she has to say.

2. Communication Skills Activity

Say the word "oh" with the inflection called for and listed below:

- That hurts!
- MMM, I love it!
- So what?
- Do you expect me to believe that?
- Well, perhaps...
- Look out!
- Don't be so rude.

3. You and Your Class: What to Expect[1]

[1] Adapted from *P.A.C.E.: Police Assisting Community Education*, published by the Nova Scotia Commission on Drug Dependency, 1989.

The material that follows provides a brief description of students' learning abilities at various developmental stages. Not all students conform to the expectations of the grade level. Peer educators may need to adjust their lessons to meet the needs of some classes or adapt parts of the lesson to accommodate any special education students in attendance. Teachers will be able to advise.

- **Grade 5** *(Aged 10 to 11)*

Students at this level are able to use past experiences when considering their actions and understand concrete concepts. At this point their ability to perceive abstract ideas is limited. These students are generally influenced by their families first, and then by their friends.

- **Grade 6** *(Aged 11 to 12)*

Students in this age group can understand some problem solving and decision making in concrete terms. They are developing a strong sense of loyalty and, just prior to junior high, show an interest in considering their future options.

- **Grade 7** *(Aged 12 to 13)*
  Students in their first year of junior high are now able to generalize about cause and effect and can assume some responsibility for their actions. They are intensely interested in themselves and in moral or value decisions. They are deeply concerned about fairness.

- **Grade 8** *(Aged 13 to 14)*
  Students at this age like to experiment with ideas, i.e. fashions. They work well within groups, teams or clubs and often look to their peers more than their families for support. They are at an age when they look up to role models and are most likely to react well to the peer educator in this role.

- **Grade 9** *(Aged 14 to 15)*
  Students at the top end of junior high are able to absorb a wealth of information and to think in abstract terms. They tend to be argumentative with their families, their friends and even with themselves. They are interested in personal relationships as well as peer groups and are open to suggestions about what makes relationships work. They are attempting to understand their place in the world about them and have a deep-rooted desire for recognition.

4.
Your Class and You: Teamwork

Provide each group with one or more of the situations that follow.

✂ ----------

You have divided the class into small groups. Immediately a student demands to be with friends in another group. How do you handle this situation?

✂ ----------

Your class is actively involved in small group discussion when you notice that two students in nearby groups are passing notes back and forth. They are obviously not attending to the lesson. How do you handle this situation?

✂ ----------

The small groups are working quietly on an activity when a member from one group approaches you to say that another student in their group is being uncooperative. How would you handle the situation?

✂ ----------

You are well into the lesson when you notice that one student has put his or her head on the desk, seemingly disinterested. You are not sure if the student is ill or is looking for attention. How would you handle this student?

✂ ----------

Your class is absolutely dead. They're "bumps on a log." No one will speak up or answer any questions. You're afraid you will finish your lesson plan too early. How do you handle this class?

✂ ----------

You've got the worst class in school. Everyone has said so, even the teacher. They are rowdy and you are afraid they will bring down the roof. How do you handle the class?

✂ ----------

You're in a class and there is lots of good discussion. All of a sudden a student asks you, "Do you use drugs?" How do you handle this class?

✂ ----------

You're in a class and there is lots of good discussion. All of a sudden, a student asks you, "Which is safer, alcohol or marijuana?" How do you handle this class?

✂ ----------

You're in a class and there are two "know-it-alls" in the corner. They figure they know the answers to everything and are really trying to take over your program. How do you handle them?

✂ ----------

During the first lesson, a student starts to tell the class how much he/she drinks (or a brother or sister drinks). How do you handle this?

✂ ----------

What would you do if a student approaches you after class and says, "I have been messing around with drugs for some time. I think I have a problem. Could you help me?" You have been approached in confidence. What do you do?

✂ ----------

You're in a class talking about alcohol, when a little girl breaks down and starts to cry. She tells you her father drinks too much and her parents were fighting last night. How do you handle this child?

✂ ----------

You have a hyperactive student in the class. He or she appears unable to sit still and to carry out the instructions given. How will you handle this student without causing embarrassment?

GRADE 5 LESSON 1

You, Your Friends and Your Family

Objectives

To review drug information and to consider how experimenting with drugs can interfere with one's enjoyment of new activities.

Time Frame
(45 minutes)

- Introduction: *5 minutes*
- Drug Information Review: *25 minutes*
- Activity: *10 minutes*
- Closing: *5 minutes*

Materials

- Board, flip chart, or overhead transparencies, projector and screen
- Fact Sheets on Drug Terms, Risks, and Drugs and Their Effects

Remember

Take the time you need to cover this material. Do not rush the lesson. Allow time for students to ask questions and for you to address their concerns.

Introduction
(5 minutes)

Peer educators introduce themselves and the theme for the two lessons. The first lesson will focus on a review of drug information (drug terms, classifications, and some common drugs), followed by an exercise that can be completed by small groups or by the entire class. The exercise is based on experimenting with new activities. Students will be asked to think about the *positive* advantages of trying new activities. Then they will consider the *negative* effects of drugs on their enjoyment of these activities.

The second lesson will begin with a review of what was learned in the first class and continue with an exercise that focuses on how drugs can interfere with a student's relationship with his or her family and friends.

Peer educators who elect to form small groups should explain to students that they will remain in these groups for both lessons. If it is not convenient to form small groups, the activities may be completed by the entire class. Consult the teacher on the adviseability of group work.

Drug Information
(25 minutes)

Using the Fact Sheets, review the sections on Drug Terms and Risks, and ask students to complete the activities. The activities may be done in small groups or by the class as a whole. Next, review Drugs and Their Effects and one drug under each classification as follows: Uppers (cigarettes), Downers (alcohol), All-Arounders (inhalants).

Remind students that this information will be reviewed in a game at the beginning of the next lesson.

Activity:
New Things
(10 minutes)

This exercise is designed for group work. If it is not convenient to form groups, students may work in pairs with the person seated closest to them.

Each group or pair is to consider one activity that they would like to try. Suggestions include: learning to play hockey or some other sport, taking ballet lessons, learning gymnastics, joining a school club, learning photography, joining boy scouts or girl guides, etc. Once each group or pair has decided on an activity, they are to consider the questions that follow. Peer educators may write the questions on a board or flip chart, or prepare an overhead.

1. Why I want to find out more about this activity.

It may be something they have always dreamed about trying but have never had an opportunity to do so, such as learning judo. One of the advantages of this sport might be feeling more confident about themselves.

2. How do I find more information about taking part in this activity?

Who can tell the student more about the activity, such as how much it costs, where it takes place, what equipment the student needs, etc. The student who wants to learn judo needs to know where and when the lessons take place, how much they cost, and whether he or she needs special clothing. How would he or she find this information?

3. What might happen if I try to take part in this activity without finding more about it first?

The untrained student who tries judo moves in the school yard that he or she has seen on television may be injured or injure someone else.

Once students have been given time to consider their chosen activity, peer educators reconvene the class. One peer educator should explain to the class that experimenting with new ideas can be exciting and challenging if the student thinks about it first, determining why he or she wants to be involved in this activity, what can be gained from participating, and how to go about it. When students experiment with drugs they give little consideration to why they want to become involved with drugs and seldom know what effect the drugs may have on them. They experiment with drugs without first learning about consequences and effects.

Discussion:

Another peer educator asks the entire class to consider the following situations and discuss the questions suggested. The situations can be presented on the board, flip chart or overhead.

(a) A student smokes a cigarette given to him or her by an older friend.

Has the student really thought about why he or she wants to become involved in smoking cigarettes? Perhaps that person wants to be accepted by the older friend. Look at your activity. Did you decide you would like to become involved in it just because another friend is involved, or did you choose it because it is something you want to try for yourself? How could smoking interfere with your enjoyment of this activity? (Remind students of some of the effects of smoking, such as shortness of breath, smell and the cost of cigarettes.)

(b) A student has a headache. He or she goes to the medicine cabinet and swallows a pill from a bottle without first checking the label.

What might happen to that person? Think of some of the household medicines that could be in that cabinet, such as headache pills, cold medication, prescription drugs, vitamin pills, etc.

What might happen if you took an unknown drug just before trying your new activity? Think of some of the risks involved in taking an Upper (cigarettes), a Downer (alcohol), or an All-Arounder (inhalants) just prior to taking part in this activity.

(Peer educators can ask different groups to consider some of the risks involved in each category, or they can continue the discussion as an entire class. The flip chart, board or overhead should be used to emphasize the main discussion points and students' responses.)

Closing

(5 minutes)

Summarize the objectives of this lesson for students. The first half of the lesson focused on drug education. In the second part, students considered the *positive* advantages of experimenting with new activities and the *negative* effects of experimenting with drugs.

Remind students that the next lesson will begin with a review of the drug information presented in this class. They will then complete activities based on computers.

Thank students for their participation and suggest they discuss what they have learned about drugs with their families.

GRADE 5 LESSON 2

You, Your Friends and Your Family

Objectives

To review the drug information presented in the first lesson; to think about how drugs can interfere with students' relationships with friends and family, and what to do if a friend or family member has a drug problem.

Time Frame
(45 minutes)

- Introduction: *5 minutes*
- Drug Information Review: *10 minutes*
- Activity: *25 minutes*
- Closing: *5 minutes*

Materials

- Flip chart, board, or overhead transparencies, projector and screen
- Questions and Answers for Drug Information review
- Computer Mania situation
- Resource list from Fact Sheets as reference for discussion

Remember

Take the time you need to cover this material. Do not rush the lesson. Allow time for students to ask questions and for you to address their concerns.

Introduction

(5 minutes)

Peer educators should introduce the lesson by explaining that the first part will focus on a review of the drug information presented in the last class. If the class is working in groups, peer educators may allow each group time to consult before raising their hands to answer a question. If the class is not working in groups, it is suggested that they work in pairs with the person seated closest to them. After each question is asked, remind students to raise their hands before responding. They are not to shout out their answers. Try to involve as many groups or pairs as possible in this activity.

In the second part of the lesson, students will be asked to consider a situation involving a student and computers. The focus of this activity will be on how a lively interest in computers can have a *positive* effect on the individual but an obsession with computers can have a *negative* effect on that student's relationships with family and friends. Discussion will focus on the effects of drug involvement on the individual, family and friends, and how to help.

Drug Information Review

(10 minutes)

Classes involved in group work should be reconvened in the same groups as in the previous lesson. Alternatively, ask students to work in pairs with the person seated beside them.

If the peer educator wants to make the game more competitive, ask students to keep track of their responses so that the group or pair that answered the most questions correctly can be determined. Another option is for a peer educator to record the number of questions answered correctly by the entire class.

Peer educators may write the questions on the board or flip chart, prepare an overhead, or read each question to the class. After each question is answered by the class, go over the correct answer.

Drug Information Questions

1. What does a drug do to a person?
2. What is harmful involvement with a drug?
3. What is tolerance?
4. What is withdrawal?
5. What is an upper?
6. List two of the immediate effects of smoking a cigarette.
7. What is a downer?
8. List two of the risks involved in drinking alcohol.
9. What is an all-arounder?
10. List two of the risks involved in sniffing an inhalant.

Drug Information Answers

1. What does a drug do to a person?

A drug alters the way the body functions and changes how a person thinks and acts.

2. What is harmful involvement with a drug?

Harmful involvement is use of a drug to the extent that it interferes with one's everyday life.

3. What is tolerance?

Tolerance is becoming used to a drug so that the person needs more of the drug to attain the same effect. If a person needs more than one drink to feel the same way he or she used to feel after one drink, then that person is becoming tolerant toward alcohol.

4. What is withdrawal?

Withdrawal is the effects a person undergoes when he or she stops using a particular drug. It is usually opposite to the effects experienced by the drug.

5. What is an upper?

An upper is a drug that stimulates the brain or nervous system and speeds up a person's reactions.

6. List two of the immediate effects of smoking a cigarette.

- Shortness of breath
- Rapid heart beat
- Foul breath

7. What is a downer?

A downer is a drug that affects the brain or nervous system and slows down a person's reactions.

8. List two of the risks involved in drinking alcohol.

- Accident prone
- Difficult to know when to stop
- Impaired judgement
- Possibility of a hangover

9. What is an all-arounder

An all-arounder is a drug that changes perception and may act as an upper or a downer on the nervous system.

10. List two of the risks involved in sniffing an inhalant.

- Decreased heart rate
- Damage to the internal organs, such as the heart, liver or kidneys
- Dizziness
- Unconsciousness

Activity

(25 minutes)

(Caution is advised with this activity that the message is *not given* to students that an obsession with computers is similar to drug abuse. The story of Billy that follows will enable discussion which considers the effects of drugs on the person, family and friends, and how to cope and offer help.)

Consider the following situation. Peer educators should read the situation to the class or make copies available for each group or pair of students. The situation can also be acted out by peer educators or summarized.

Computer Mania

Billy was given a new games computer for Christmas and boy, was it ever fun! All the kids came around to play and exchange games with him. In fact, Billy had never been so popular. Even the kids who didn't like him much came over to his house to play. He sure was impressed.

At first it was great; all those kids at Billy's house, sharing their games together. Of course, there were a few arguments. Billy especially liked the war games where you had to kill as many soldiers in the other army as possible to reach a higher level. He practised so much at home that he became really good at one particular war game. He wanted to play it all the time and sometimes he wouldn't let the other kids have a turn. Soon there were fewer kids at Billy's house, but he didn't seem to notice.

One day the kid who owned the war game Billy so loved playing took it home and wouldn't lend it to him anymore. He said Billy was selfish and wouldn't let anyone else play. But Billy found out he could rent that game and many others like it from corner store. He was delighted.

So was Billy's mother, who was pleased when he offered to do extra chores around the house for money to rent games. But soon his work around the house became sloppy. He would do just enough to get some money and then run off to the store to rent games. He became aggressive too, demanding money for regular chores like making his bed or taking out the garbage. And he would throw a tantrum if he wasn't paid. Billy's mother became worried.

So did his father, particularly after Billy's teacher called to say that he wasn't doing his homework anymore. Both his parents talked to him, and Billy agreed that the computer was taking too much of his time and that he would try to spend more time on his homework and regular chores, without expecting any money.

But soon he was back to his old habits, playing on the computer when he should have been working on his school project, or turning it on when his parents thought he was asleep in bed.

Now no friends came to Billy's house. The other kids had too many other things to enjoy without wasting their time watching Billy play. He didn't spend much time with his family either. He would come home from school, disappear into his room, and not show up until supper time. Sometimes he even took his dinner into his bedroom with him. And when the family rented a movie, he didn't even bother to watch it.

By now the computer had become an obsession with Billy. He didn't see his friends anymore, he didn't take part in family activities. His whole life was wrapped up in the computer. It was in charge of him.

The crunch came when Billy's mother caught him stealing money from her purse to rent a game. His parents took away Billy's computer. He was furious. He argued, he pleaded and he begged. He would do better, he promised. He would spend less time on it. But his parents were determined. They didn't like his argumentative and aggressive behaviour. Billy didn't much like his behaviour either. With the computer gone, he found he was very lonely. He knew what he had to do. He had to spend more time with his family and friends. It was going to be tough, but he knew he had to try.

The following questions can be written on the board, flip chart or overhead, and used as a basis for discussion. Peer educators can discuss a person's experience with drugs by referring to the suggested points.

1. Think of some of the ways that Billy's obsession with his computer affected him. Consider how a drug dependency could affect a person.

Peer educators write, *Billy and Dependency*, on the board or flip chart, and then write down suggested answers made by each group or pair. When the list is completed, the following steps should have been written down. Following the suggestions and summary, peer educators should point out how a person could have a growing dependency on a drug. The similarities are in brackets beneath each step. Review similarities and summarize.

i. Billy is pleased that his computer has made him so popular.
(Sometimes a student first tries a drug to appear popular.)

ii. Billy becomes aggressive with his computer, practising alone and not allowing the other kids a turn.
(When a person takes a drug, the effects of that drug may affect their personality.)

iii. Billy's friends become upset and remove their games and themselves from him.
(When a person becomes dependent on a drug, his or her friends may want to have little to do with that person.)

iv. Billy must find other ways of getting money to pay for games.
(A drug dependent person spends a great amount of time trying to find ways to get the drug.)

v. Billy neglects his chores and his school work.
(When a drug begins to control a person, he or she often neglects responsibilities.)

vi. Billy's friends don't come around anymore. He doesn't take part in family activities.
(A drug dependent person is often so wrapped up in his or her habit that he forgets about friends and family.)

vii. Billy is caught stealing money.
(A drug dependent person will often steal to feed his or her habit.)

viii. Billy promises to make amends, to spend more time on his work and less on the computer.
(Drug dependent persons will often promise to try to overcome their habits, but as long as the drug is available, they can go back to their old habits. It is difficult for them to stop without help.

ix. Billy's parents take away his computer. He finds he is lonely.
(When a person gives up a drug that he or she is dependent on, they often find they are lonely. Their friends are involved in other activities and their families may be difficult to communicate with. The person might need help and someone to talk to.)

x. Billy decides to forget about his computer and get on with his life. He knows it will be tough.
(It is tough. Friends and family members can offer support when a person gives up a drug dependency).

2. Imagine Billy is in your school. He has decided to give up his computer and get on with his life. List some of the ways that you could help him.

(Suggestions include being his friend, offering support when he needs it, involving him in activities with other friends, and listening. Peer educators should stress to students that if a friend or family member has a drug problem, the concerned student *did not cause* the problem, and they *cannot cure* it. Students can, however, *find ways to cope* with the problem of a friend or family member's dependency by talking to a trust adult, teacher, counsellor, etc. Resources in school and community, listed in the Fact Sheets, can be reviewed.)

Closing
(5 minutes)

Summarize the objectives of the lesson; namely, to review drug information, and to consider the effects of drug dependency and how to help if you are concerned about a friend or family member with a drug problem.

The follow up activity below may be assigned provided it is pre-arranged with the classroom teacher. Students should be informed when the assignment will be reviewed. Teachers may wish to display the posters in the classroom, library or school halls.

Thank students for their participation and remind them that drug education is on-going. What has been discussed in these two classes should help them better understand the characteristics of certain drugs, how drugs can interfere with their enjoyment of life, and that help is available for people concerned about drug problems.

The classroom teacher has been in attendance. Thank him or her for participating.

Follow up Activity

Design a poster reflecting what your family or friends mean to you.

GRADE 6 LESSON 1

Keeping the *You* in *You*th

Objectives

To review drug information and complete several activities to help students better understand drug terms, classifications and common characteristics.

Time Frame
45 minutes

- Introduction: *5 minutes*
- Common Drug Terms: *15 minutes*
- Drugs and Their Effects: *10 minutes*
- Word Find Game: *10 minutes*
- Closing: *5 minutes*

Materials

- Fact Sheets on Drug Terms and Drugs and Their Effects
- Copies of Word Find Game
- Flip chart, board or overhead transparencies, projector and screen
- Pencils and paper

Remember

Take the time you need to cover this material. Do not rush the lesson. Allow time for students to ask questions and for you to address their concerns.

Introduction
(5 minutes)

Peer educators introduce themselves and the topics for discussion. In both lessons, students will review drug information and conduct activities that will help them identify who they are and what is important to them.

Students conduct activities in small groups and should be seated in groups of five prior to the commencement of the lesson. Classroom teachers should be asked to group students in advance. If this is not possible, peer educators will need to ask students to form five groups. These groups should be maintained for both lessons. If the classroom teacher does not recommend group work, these activities can be completed with the entire class through question and answer sessions and class discussion. This applies to both lessons.

Common Drug Terms
(15 minutes)

Peer educators project the drug terms found in the Fact Sheets on an overhead or write them on a flip chart or board. Once all the terms have been reviewed, assign the activities. Provide each group with a written copy of its activity. Either copy the activities onto separate pieces of paper, or photocopy the appropriate page in the Fact Sheets and cut out each activity. Give each group time to consider its responses before reporting back to the class. Each group should select a recorder to write suggestions and a spokesperson to report to the class. Peer Educators summarize the groups' suggestions.

Drugs and Their Effects
(10 minutes)

In this section, peer educators review the Drugs and Their Effects section of the Fact Sheets. The definitions of uppers, downers and all-arounders, together with examples of drugs in each category, can be projected on the overhead, flip chart or board. Peer educators can refer to the additional information contained in the Fact Sheets. Students will benefit most through a visual presentation on the overhead, board or flip chart, and through class discussion.

Following the review, students will be asked to take part in a drug information activity. The activity is designed for group participation and is intended to be fun. Remind students to pay attention to the presentation so that they will be able to complete the activity. *This is not a test!*

Word Find Game

(10 minutes)

Provide each group with a copy of the questions and allow time for them to consider their responses and write them down. Each group should select a recorder and a spokesperson. If group work is not advised by the classroom teacher, copies should be given to each student and the activity discussed with the entire class.

Each question requires a specific one word answer. The correct number of spaces has been allowed for each answer. One letter has been provided to help students with their answers. Certain spaces have numbers beneath them. When the students have completed the first part of the activity, they are to put the letter above each number in the corresponding numbered box at the bottom of the second page. If they have correctly answered the questions, the answer in the bottom boxes will read: Uppers Downers All-Arounders.

Allow students to talk within their groups, but do not allow them to exchange information with other groups.

When sufficient time has elapsed, reconvene the class and review the questions. Ask each group spokesperson, in turn, to provide the answer to each question. Find out how many groups correctly filled in the boxes.

If there is insufficient time to complete this activity during the lesson, it may be assigned as a take home project. If this option is chosen, the activity should be reviewed at the beginning of the next lesson.

An answer sheet is provided for peer educators.

Closing

(5 minutes)

Thank students for their participation and remind them that in this lesson they reviewed certain facts about drugs and their effects, and completed activities to help them better understand drug terminology, classifications and characteristics.

In the next lesson, they will give thought to the effects of drugs on the lives of students and consider some of the steps in making wise decisions using critical thinking skills.

If the Word Find game has been assigned as a take home project, remind students that the answers will be reviewed at the start of the next lesson.

Word Find Game

Handout

Answer the following questions. Space has been provided beneath each question for the correct answer. One letter in each answer has been given to help you find the answers.

Some of the spaces for the answers have numbers beneath them. When you have answered all the questions, transfer the letters with numbers to the corresponding numbered box at the end of the page. What is the final solution to the Word Find Game?

1. What is the toxic substance in cigarettes? *(8 letters)*

_ _ _ _ _ t _ _ _
8

2. What is the drug found in some soft drinks? *(8 letters)*

c _ _ _ _ _ _ _
14 23

3. What is a widely abused drug that people drink? *(7 letters)*

_ _ c _ _ _ _ _
15 19 16

4. Second-hand smoke may affect the breathing of people suffering from: *(6 letters)*

_ _ t _ _ _
17

5. This product is also found in cigarettes. We also use it to make roads waterproof. *(3 letters)*

_ a _
5

6. Users of this drug breathe in the fumes from aerosol cans. *(9 letters)*

i _ _ _ _ _ _ _ _ _
10

7. What organ gets rid of 95 percent of the alcohol in the body? *(5 letters)*

_ _ v _ _
12

8. A person who sniffs inhalants may take dangerous: *(5 letters)*

d _ _ _ _
7 6

9. Hashish is a product of... *(8 letters)*

_ _ n _ _ _ _ _ _
25

10. Some people use uppers to keep them... *(5 letters)*

a _ _ _ _
9 11

11. A morning 'upper' is a cup of... *(6 letters)*

_ _ _ _ e _
19 4

12. If a person drinks too many beers they may have... *(9 letters)*

a _ _ _ _ _ _ _ _ _
22 13

13. The body gets rid of five percent of the alcohol by breathing and... *10 letters)*

p _ _ _ _ _ _ _ _ _ _
2 3 21

and by... *(9 letters)*

u _ _ _ _ _ _ _ _ _
20 24

14. A common cannabis product is... *(9 letters)*

_ _ _ _ j _ _ _ _
18 1

☐ ☐ ☐ ☐ ☐ ☐
1 2 3 4 5 6

☐ ☐ ☐ ☐ ☐ ☐ ☐
7 8 9 10 11 12 13

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
14 15 16 17 18 19 20 21

Word Find Game Answers

1. What is the toxic substance in cigarettes?

N I C O T I N E
8

2. What is the drug found in some soft drinks?

C A F F E I N E
14 23

3. What is a widely abused drug that people drink?

A L C O H O L
15 19 16

4. Second-hand smoke may affect the breathing of people suffering from:

A S T H M A
17

5. This product is also found in cigarettes. We also use it to make roads waterproof.

T A R
5

6. Users of this drug breathe in the fumes from aerosol cans.

I N H A L A N T S
10

7. What organ gets rid of 95 percent of the alcohol in the body?

L I V E R
12

8. A person who sniffs inhalants may take dangerous:

D A R E S
7 6

9. Hashish is a product of...

C A N N A B I S
25

10. Some people use uppers to keep them...

A W A K E
9 11

11. A morning 'upper' is a cup of...

C O F F E E
19 4

12. If a person drinks too many beers they may have...

A	C	C	I	D	E	N	T	S
				22				13

13. The body gets rid of five percent of the alcohol by breathing and...

P	E	R	S	P	I	R	I	N	G
2				3				21	

and by...

U	R	I	N	A	T	I	N	G
20	24							

14. A common cannabis product is...

M	A	R	I	J	U	A	N	A
		18			1			

U	P	P	E	R	S
1	2	3	4	5	6

D	O	W	N	E	R	S
7	8	9	10	11	12	13

A	L	L		A	R	O	U	N	D	E	R	S
14	15	16		17	18	19	20	21	22	23	24	25

GRADE 6 LESSON 2

Keeping the *You* in *You*th

Objective

To consider the consequences of drug use on the student's life and to develop effective decision making skills.

Time Frame
(45 minutes)

- Introduction: *5 minutes*
- You are Special: *15 minutes*
- What is Important to You? *20 minutes*
- Closing: *5 minutes*

Materials

- Flip chart, board, or overhead transparencies, projector and screen
- Slips of paper and a box or bag
- Paper and pencils for each student
- Copies of the Process of Decision Making Handout
- Drug Information Fact Sheets on Resources

Remember

Take the time you need to cover this material. Do not rush the lesson. Allow time for students to ask questions and for you to address their concerns.

Introduction

(5 minutes)

Peer educators explain the objective of the lesson to students. In the last lesson, students reviewed drug information and completed several activities designed to help them better understand drug terms, classifications and the characteristics of commonly known drugs.

In this lesson, students will apply their knowledge about drugs to develop skills which can help them make wise decisions about drug use or non use by considering how drugs can adversely affect their enjoyment of life.

Peer educators who assigned the Word Find game at the end of Lesson 1 as a take home project, should review the assignment and adjust the time frame of this lesson accordingly. Instructions for reviewing the activity are included in Lesson 1. Activities and discussion can be conducted with the same five small groups or the entire class.

You are Special

(15 minutes)

This activity involves group discussion on the importance of being *you*. Each group should have a recorder and a spokesperson. If students are working in groups, each group is given one of the following phrases and asked what the phrase means to them and how it could be applied to their everyday lives. Make copies of the phrases on separate pieces of paper and put the slips into a box or bag. Pass around the box or bag and allow each group recorder to select one slip. After about five minutes of group discussion, reconvene the class and invite each group spokesperson to read the phrase and report conclusions. Peer educators should encourage other students to comment by initiating discussion. It may be necessary to limit discussion in order to ensure that each team has an opportunity to share its list.

Peer educators should write the following questions on the board, flip chart or overhead for students to refer to while completing this activity:

- *What does the phrase mean to you?*
- *How can the phrase be applied to your everyday life?*

The following phrases should be used:

- ***You** have a right to say no to drugs.*
- *Only **you** can prevent drug abuse.*
- *I care about **you**.*
- *Keep **your** dreams alive.*
- ***You** make a difference.*

Examples of how these phrases may be applied to students' lives are given below. Peer educators should be prepared to add suggestions of their own to initiate discussion.

- ***You* have a right to say no to drugs.**

You can say "no" if you are offered drugs. You can tell your friends that you do not want to become involved in drugs. Consider other rights you have with respect to drugs, such as the right to refuse to get into a car with a driver who has been drinking and the right to a smoke-free environment in your school.

- **Only *you* can prevent drug abuse.**

You decide for yourself that drugs will play no part in your life and you let your friends know. You can let your friends know that you don't like drug use.

- **I care about *you*.**

You can tell someone who is important to you that you care about them, not only if they do things you approve of but also if they do things you don't like. You can tell a person who is important to you that you don't like them using drugs because you care about them.

- **Keep *your* dreams alive.**

You can believe in yourself and not let drugs interfere with your life and your hopes for the future.

- ***You* make a difference.**

You make a difference to yourself and to others around you. What matters is what kind of difference you make.

What is Important to You?

(20 minutes)

In the last section, students discussed the meaning of a number of phrases. Armed with those thoughts, they are now to consider things they like to do alone, with friends or with family members, as well as things they would like to accomplish this year. They will also consider how drugs can interfere with their enjoyment of these activities.

There are three parts to this section. If time does not permit all three parts to be completed, peer educators can select either part one, or parts two and three together.

Part One: What is Important to You?

Part one involves decision making and consequences. Peer educators begin by projecting on an overhead, board or flip chart, the Process of Decision Making. Copies of the handout can be distributed. Peer educators read the following short drama to students and ask each group to consider one of the first five steps in helping the main character make a wise decision. Encourage students to add their own suggestions. Once step five is resolved, peer educators review what has been suggested and ask the whole class to evaluate the final choice. Was it a good choice? If group work is not advised by the classroom teacher, this activity can be completed with the entire class.

Becky's Dilemma

Becky is looking forward to junior high. There are so many things she wants to try from acting in the school play to joining the ski team. The trouble is that Becky's best friend, Scot, is not as happy as she is about going to Grade 7. He has told her that the really cool kids in junior high don't belong to any clubs; they hang out at the mall and do drugs. He should know: his brother is in Grade 9. In fact Scot has suggested that they try a few drugs now so they will be ready for Grade 7 - nothing serious, just a few beers and cigarettes. Becky isn't sure. She hasn't given much thought to drugs before. Now she is worried. She had looked forward to junior high, but maybe Scot is right. Maybe she should try drugs now to be ready for next year. Maybe it isn't cool to join all those clubs and activities.

Peer educators copy the questions that follow on the board, flip chart or overhead, and write students' responses beneath each question for the entire class to see.

Prior to the lesson, peer educators should complete the questions so they are better prepared for class discussion.

1. What is Becky's problem?

2. What are Becky's choices?

3. Are Becky's choices good or bad?

4. What is Becky's best choice?

5. How should Becky act on that choice?

6. Evaluate the choice made for Becky. Was it a good choice?

Peer educators should keep a close eye on the time so that the lesson can proceed. When this part of the activity is completed, peer educators provide a summary to ensure a smooth transition to the second part of this exercise. This summary should stress that, like Becky, students will have to make decisions regarding drug use or non use. They can equip themselves for such decisions by knowing the facts, by considering the consequences, and by being prepared to accept responsibility for the decisions they make.

Part Two: What is Important to You?

Each group prepares a list on the assigned topics that follow. Each member of each group is to make his or her own list. The groups then consider the lists made by the individual members. Each group considers ideas from the members of that group. They must then decide on one activity per topic to present to the entire class. Each group chooses a recorder and a spokesperson.

The emphasis is on how a person decides to spend their time. Even a student who asks if he or she can go out after supper has made the decision that meeting friends is what he or she wants to do. The objective of this exercise is for students to recognize the decisions they make every day. This objective can be referred to by peer educators to conclude the activity, following reports by the spokesperson from each group. The importance of the decision

making steps should also be referred to in the conclusion of this part of the activity.

- **Alone**

Think of things you like to do alone each day, such as getting dressed, doing homework, reading, sleeping, etc.

- **Family**

Think of things you like to do with family members, such as going on ski weekends, shopping, watching television, going to the movies, etc.

- **Friends**

Think of things you like to do with friends, such as hanging out together, playing sports, joining in school activities, etc.

- **Chores**

Think of chores that are more fun to do with other people, such as cleaning up after a meal, shovelling the walk or driveway, cleaning the house, etc.

- **Goals**

Think of things you would like to accomplish this year, such as learning a new sport, taking part in a new school activity, joining boy scouts or girl guides, etc.

Each person is given time to prepare his or her list and to use decision making skills to select one activity per group to present to the class. Each group must share with the class not only the activity selected, but why they chose that activity and how they reached their decision.

Before beginning, peer educators remind students of the steps in the decision making process. It is also suggested that peer educators write the following questions on the board, flip chart or overhead for students to refer to while completing the activity:

- *What are your answers? Share them with your group.*
- *What is the one activity chosen by your group?*
- *Why did your group choose this activity?*
- *How did your group reach its decision?*

Part Three: What is Important to You?

Each group considers how drugs could interfere with enjoying the activity they chose. For instance, a student hasn't much chance of making the swim team if he turns up drunk for the tryouts, and a student might be expelled from girl guides if caught smoking. Family outings are a nightmare if parents are upset about a son or daughter's drug use, and drinking a beer with friends isn't all that much fun if a person ends up with a hangover and is grounded for a month.

Following group discussion, each group spokesperson reports on the question:

- *How could drugs interfere with our group's chosen activity?*

Peer educators should write this question on the board, flip chart or overhead.

To conclude the three parts of What is Important to You, peer educators review the main points covered in each activity, emphasizing that drugs can interfere with everyday life and that there are people who can help if someone has a drug problem. Peer educators should refer to the Fact Sheet on Resources for information on help available in the school and community.

Closing

(5 minutes)

Thank students for their participation and remind them of the objectives of the lessons. The theme for the two lessons is **Keeping the *You* in *You*th**. The more a person knows about drugs, the better able they are to make decisions that avoid letting drugs interfere in their lives.

In the first lesson, students reviewed drug information and took part in group activities to better understand how drugs can affect the life of the individual. In the second lesson, they considered phrases that say, "You are Special". Then using the decision making process, they considered the things in life that matter to them and discovered how, by making wise decisions about drug use, they are able to ensure drugs won't interfere in their lives - both now and in the future. Resources on where to find help for a drug problem were also reviewed.

Remind students that drug education is on-going. As they prepare for junior high school, armed with information about drugs and prepared to make their own decisions about drug use or non use, they should be considering how they can learn more about the adverse effects of drugs on their lives, and how they can use their knowledge to support and help their families and friends.

The follow up activity below may be assigned provided it is pre-arranged with the classroom teacher. Students should be informed when the assignment will be reviewed.

Thank the classroom teacher for his or her support and on-going involvement.

Follow up Activity

Think about one big decision you made during the last week. What did it involve? How did you arrive at the decision? Was it the right decision? Be prepared to share these thoughts with the class.

Process of Decision Making

Handout

1. What is the problem?

2. What are the choices for you?

3. Which choices are good or bad for you?

4. What is the best choice for you?

5. How do you act on your choice?

6. Evaluate the choice. Was it a good choice for you?

GRADE 7 LESSON 1

Fun Without Drugs

Objectives

To review Drug Information Fact Sheets and discover what students have learned about how drugs can affect a person and those around him or her.

Time Frame
(45 minutes)

- Introduction: *5 minutes*
- Drug Information Review: *20 minutes*
- Activity: *15 minutes*
- Closing: *5 minutes*

Materials

- Flip chart, board, or overhead transparencies and an overhead projector with screen
- Copies of the situations, written onto cards or slips of paper
- Box or bag
- Drug Information Fact Sheets

Remember

Take the time you need to cover this material. Do not rush the lesson. Allow time for students to ask questions and for you to address their concerns.

Introduction

(5 minutes)

Peer educators should introduce themselves and the objectives of the three lessons. In the first lesson, students will be presented with drug information and will participate in an activity designed to affirm what they have learned.

The second lesson will focus on how drugs can interfere with students' everyday lives. The class will take part in a discussion of a socio-drama which looks at the alternatives offered to junior high students.

In the third lesson, students will be asked to present their own socio-dramas involving situations in which drugs are offered to a grade seven student. Discussion will focus on means of saying "no" to drugs by asserting oneself without alienating others.

Peer educators should begin the lesson by dividing the class into groups. If group work is not convenient, most of the activities can be done in pairs. Students should work with the person seated closest to them. The classroom teacher should be consulted on group division.

Drug Information Review

(20 minutes)

The material for the Drug Information Review is contained in the Fact Sheets in the Manual. There are four parts; namely, Common Drug Terms, Risks Involved in Using Drugs, Drugs and Their Effects, and Resources.

Peer educators should review each of the first two sections separately, and assign pairs or groups to complete the activities. The basic definitions of Common Drug Terms and the information on Risks can be written on the board or flip chart, or prepared as an overhead. Alternatively, peer educators may wish to make copies of the material available to students.

After each section is completed, reconvene the whole class and ask selected groups or pairs to report their conclusions to the class. Encourage other students to add comments of their own but limit discussion to keep within the suggested time frame.

In the third part of the drug information review, peer educators should present the material on Uppers, Downers and All-Arounders. Go over the material slowly to ensure it is understood and be prepared to answer any questions that may arise. Peer educators may wish to put pertinent information on the board, flip chart, or prepare an overhead transparency. Copies of this information may also be made available to students, in addition to the Fact Sheets on Resources.

Activity

(15 minutes)

For this review, students should be in groups. If students are working in pairs, asks pairs seated near each other to form groups of four or five.

Peer educators give each group a card or a slip on paper on which is written a short situation and questions to answer. The groups are given approximately five minutes to consider their responses. Peer educators reconvene the class and ask each group to report its conclusions. Encourage *positive* comments from other students. Summarize after each group report.

Situations and questions are given below. Peer educators should choose the ones they wish to present to their class and write each on a card or slip of paper. Suggested answers are given in brackets beneath each situation. Do not include this information for students.

Begin by shuffling the cards or putting the slips of paper into a bag or box, and ask each group to select one.

1. Betty smoked a couple of cigarettes in the school yard before coming into soccer practice. What are some of the ways in which her teammates would know that she has been smoking?

(Smoker's breath, smelly clothes, nicotine stained fingers, shortness of breath when playing, rapid heart beat.)

2. Bobby stayed up late to finish his school project. He drank several cups of coffee to keep himself awake. In the morning, he was very sleepy and so he drank more coffee. What is the drug Bobby has taken? List some of the effects this drug might have on him.

(The drug is caffeine. It would make him jittery and unable to concentrate. His heart would beat rapidly and if he is not used to caffeine he might feel dizzy. Also, because the coffee probably kept him awake last night, he may be very sleepy.)

3. Lisa, a student, has been having trouble sleeping. A couple of weeks ago she began taking a sleeping tablet at night. Now despite the tablet she is still having difficulty falling asleep. What has happened to Lisa? What are the dangers?

(She has become tolerant toward the sleeping tablets. She may be tempted to take more than one. More than one tablet may make it difficult for her to get up the next morning and get to school on time. And if she continues to take sleeping tablets regularly, she may become more harmfully involved with the drug.)

4. Tommy has a couple of beers to unwind after school. Then he grabs his bike to ride across town to meet some friends. What effect will the alcohol have on Tommy? What are the dangers?

(While the alcohol may make Tommy feel more relaxed, it will have slowed down the functions of his brain. He may feel dizzy and have difficulty riding his bicycle. The alcohol has impaired his judgement. Alcohol is illegal for someone under the legal age.)

5. Mary, a student, has been drinking regularly. She began by having a drink to relax once in a while. Now she has a couple of drinks every night before bed. She says it helps her sleep. What is happening to Mary? What could happen if she doesn't get some help?

(Mary has become harmfully involved with alcohol. She is becoming dependent. The alcohol may help her relax, but it also impairs her judgement and, if she continues, she could damage herself, her school work, and her relationships with family and friends. She is also more likely to risk accidents.)

6. Tim, a student, experiments with drugs. One of his friends has promised to give him some crack to try. What is this drug? What effects will it have on Tim? What might happen to him if he becomes involved with crack?

(The drug is a pure form of cocaine. It will make Tim's heart race and he may feel agitated or even aggressive. He will have feelings of euphoria while on the drug but may feel depressed when the arug's effects wear off. Crack is very addictive. If Tim becomes involved with this drug, he may find it impossible to stop without help.)

7. Jody, a student, is given some L.S.D. If she uses it, what are some of the effects of the drug?

(Jody could experience hallucinations and illusions. She may have flashbacks [a reliving of the experience of the drug after use has been stopped]. L.S.D. has unpredictable effects.)

8. Jerry and his friends have a can of cooking oil. They decide to inhale the contents. What are some of the effects they might experience? What are some of the dangers of this drug?

(They may experience feelings of euphoria or hallucinations. The drug enters the blood stream through the lungs and passes to all parts of the body. Jerry and his friends can permanently damage internal organs. Inhalants also lower the breathing rate, sometimes to the point of unconsciousness or death.)

9. Karen's older sister's friend is pregnant. She still has the occasional drink; she says it helps her to relax. What are some of the effects the alcohol could have on her and her baby?

(The alcohol may make her relax, but it also affects her judgement. She may not know when to stop drinking and she may become more accident prone. If she has an accident, she could harm her baby. The alcohol she drinks flows through her blood into the body of her baby. The baby also suffers the effects of alcohol. The baby's heart rate will drop and he or she may suffer damage to the brain and other organs.)

10. Doug and his friends are smoking marijuana before the big game. What is the drug and what effect might it have on their performance?

(Marijuana is one of the cannabis products. It acts on the central nervous system to depress the brain, thereby slowing the heart rate and distorting perceptions. Doug and his friends may have difficulty determining the difference between reality and fantasy and they will certainly be more accident prone. While they may think they are playing brilliantly, it is unlikely that the rest of their teammates will agree!)

Closing

(5 minutes)

Summarize the objectives of the lesson: to review drug information and affirm what students have learned about how drugs can affect a person and those around him or her.

In the next lesson, students will discuss alternative activities available in junior high school and will consider how drugs can interfere in their enjoyment of these activities. The Follow up Activity below should be assigned to the class for review in Lesson Two.

Follow up Activity

Ask students to think about the activities they now enjoy in junior high and to note other activities that they plan to join. What is it about these activities that attracts them? They will be asked to share some of their feelings in the next class.

GRADE 7 LESSON 2

Fun Without Drugs

Objectives

To consider some of the activities available to students in junior high school and to discuss how drugs can interfere with enjoyment of these activities.

Time Frame
(45 minutes)

- Introduction: *5 minutes*
- Review: *10 minutes*
- Socio-Drama: *15 minutes*
- Discussion: *10 minutes*
- Closing: *5 minutes*

Materials

- Paper and pencils for each group or pair of students
- Copies of the socio-drama
- Board or flip chart, overhead transparencies, projector and screen
- Fact Sheet on Resources

Remember

Take the time you need to cover this material. Do not rush the lesson. Allow time for students to ask questions and for you to address their concerns.

Introduction
(5 minutes)

Peer educators begin by explaining the objective of this lesson: to share information about some of the many activities available to students in junior high school and discuss consequences of drug use.

The lesson begins with a review of the Follow Up Activity from the last class. After the review, peer educators will act out a short socio-drama about alternatives to drug use which will involve the groups or pairs of students in the class. The focus of the socio-drama is to reinforce the concept that there are many activities to be enjoyed both in and out of school. By sharing what most interests them, students can encourage other students. A discussion period follows the socio-drama. At the end of the lesson, there is an activity which may be assigned by the classroom teacher for review at a later, specified, class.

Review
(10 minutes)

Students should sit in their groups or in pairs as in the first lesson. Each group or pair is given an opportunity to discuss among themselves the activities they now enjoy or hope to enjoy in junior high. They should choose one activity that best reflects the interests of most of the group or pair. The activity may not suit everyone, but it should be attractive to most group members. It can be a school or a community activity.

The groups or pairs decide what it is about their chosen activity that most appeals to them and are prepared to share their conclusions with the class. They may write down their thoughts. Remind students: Drug use is not an acceptable activity.

A spokesperson from each group shares the activity of that group with the class. Directions for the work can be written on the board, flipchart or overhead, as well as activities suggested by the class..

Socio-Drama
(15 minutes)

This socio-drama involves the peer educators and student groups or pairs. One peer educator plays the part of a new student who wants to be part of the crowd and doesn't know what activities to join. The second peer educator tries to convince the first that drugs provide a more attractive alternative. The peer educators approach each group or pair of students. The groups or pairs must try to convince the new student (Peer Educator 1) that the activity they discussed earlier is an attractive alternative. The second peer educator tries to influence the new student to join his or her group of drug using friends. If a third peer educator is present, he or she may help the student groups or pairs present their cases.

Before beginning this activity, peer educators should explain to the class that entering junior high can be very bewildering. There are so many activities available to students and so many new friends to be made. Grade 7 students want to make a good impression but they are anxious about trying out new ideas. Sometimes it is easier to go along with the crowd, even if that crowd is involved in drugs. The student who wants to try out for the basketball team may be sidetracked by new friends who think basketball is stupid and using drugs is cool. This socio-drama explores the concept that you don't have to become involved with drugs. There are many choices in

junior high and a student needs to use his or her head to find out what is right for them.

Opening and closing dialogue has been written for peer educators. They may use this dialogue or create their own. As they approach each group or pair, peer educators should improvise. Remember: Peer Educator 1 is the new student, anxious to find out what is available in this school. Peer Educator 2 is trying to persuade him or her to join a crowd of drug users. The student groups and pairs are going to offer alternatives to drug use and explain the appeal of their alternative activities. Peer Educator 3 (if available) assists the classroom students.

- **Peer Educator 1:**

Hi, I'm.....and this is my first day at this school. It sure is big!

- **Peer Educator 2:**

I'm..... You get used to this place. I was here last year. What you need is someone to show you around. I'm on my way to meet some friends behind the school. We're going to share a few beers, maybe smoke a couple of cigarettes. Want to join us? We'll show you a good time.

- **Peer Educator 1:**

Beer...cigarettes. I don't know that I'm into that. What I had hoped was to meet some kids trying out for a sports team. Or maybe I could join a school club.

- **Peer Educator 2:**

You're joking! You want to join a bunch of goody-goodies? Come with me and we'll show you what junior high is really about. You don't want to mess around with those nerds.

- **Peer Educator 1:**

I don't know. Guess I'll go over to those kids and see what they are into.

- **Peer Educator 2:**

Yeh. Well I'm coming along just to make sure you don't get too easily influenced by them.

- **Peer Educator 1:**

No one's going to pressure me. I just want to find out what's going on around here before I make up my own mind.

(The two peer educators go to the first group or pair of students. The first peer educator asks them what activities they are involved with and they explain the activity they chose earlier and why it is fun. The second peer educator meanwhile tries to dissuade the first from joining this group or pair. After the students explain their activity, the first peer educator agrees to consider it and moves on to the next group or pair where the scene is repeated.)

- **Peer Educator 1:**

There sure are a lot of activities available in this town and school. It's hard to know which ones to choose.

- **Peer Educator 2:**

Why don't you just forget it and come with me and my friends? Those beers are getting cold.

- **Peer Educator 1:**

I don't think so. Your choice is just one of so many. I've got a lot of other alternatives to think about. See you around.

Following this socio-drama, peer educators should explain to students that life abounds with choices. Sometimes it is hard to decide what to do. The smart student looks at all the alternatives and then decides what is best for him or her. If students are concerned about drug problems, help is available for themselves, their friends and their families. Peer educators can refer to the Fact Sheets on Resources.

Discussion

(10 minutes)

This discussion period focuses on some of the issues raised in the previous socio-drama. Peer educators may initiate class discussion of the questions that follow or they may ask each group or pair to discuss the questions among themselves. If the group work method is chosen, peer educators should allow time for discussion, reconvene the class, and invite selected groups to report their conclusions to the class. Encourage other students to comment.

Write the following questions on the board or flip chart.

1. What are some of the methods the second student used to try to persuade the new student to join his or her friends for a beer?

2. What methods did the new student use to decline the offer of joining friends for a beer without alienating the second student?

3. Imagine you have been approached by a new student. What suggestions would you make for finding out more about activities offered by your school?

4. How can drugs interfere with the enjoyment of such activities?

Closing

(5 minutes)

Summarize the objective of this lesson, which was to consider some of the fun things available in the school and community for Grade 7 students and how drugs could interfere.

Explain to students that in the next class they will be acting out their own socio-dramas within their groups. The socio-dramas will focus on finding different ways of saying "no" to drugs. In this lesson, they discussed ways in which a new student at their school said "no". In the next lesson, each group will be given a different situation and asked to think of ways of refusing an offer of drugs.

Peer educators who are uncomfortable with assigning group socio-dramas may use the situations as topics for group discussion instead. Please read the introduction to Lesson 3 before deciding which alternative to use.

GRADE 7 LESSON 3

Fun Without Drugs

Objectives

To consider ways to say "no" if a person does not want to become involved with drugs.

Time Frame
(45 minutes)

- Introduction: *5 minutes*
- Learning to say "no": *5 minutes*
- Socio-Drama/Situations Preparation: *5 minutes*
- Socio-Drama Presentations: *25 minutes*
- Closing: *5 minutes*

Materials

- Socio-Drama/Situation topics written onto separate pieces of paper
- Box or bag
- Flip chart or board, overhead transparencies, projector and screen

Remember

Take the time you need to cover this material. Do not rush the lesson. Allow time for students to ask questions and for you to address their concerns.

Introduction

(5 minutes)

Peer educators begin the lesson with a quick review of the previous two classes. In the first, students reviewed drug information and discovered how drugs affect the individual.

In the second lesson, students discussed some of the many alternatives to drugs that are available in the community and school. These alternatives provided an opportunity to consider activities they may enjoy during their junior high years and to point out that drugs need not play a part in their lives.

In this lesson, students will discuss ways of saying "no" to drugs by making feelings known without alienating the other person. The lesson begins with a discussion about the various ways a person can say "no" to drugs. This is followed by socio-dramas. Each group of students is provided with one situation and given five minutes to decide on two to four effective ways of saying "no". It may be necessary to limit the number of responses per group to ensure all groups have an opportunity to take part and to allow students in other groups to add comments of their own.

Peer educators who prefer not to assign socio-dramas may use the same situations to initiate group discussion. Each group is given a situation and asked to consider it among the members but instead of acting it out in front of the class, they report their conclusions to the larger group. (This option is also suggested if the classroom teacher recommends discussion rather than drama.)

This lesson involves group work and students should be seated accordingly. If students have not been in groups for previous lessons, ask three pairs of students seated near each other to form groups of six. They should decide among themselves who will make the class presentations.

Learning to say *no*

(5 minutes)

Peer educators explain to students that there are many ways to say "no" to drugs. Review four methods by writing the headings that follow on the flip chart, board or overhead and then explain how each can be handled. Peer educators can demonstrate each for the class.

1. The simple *no*

If someone offers you a cigarette, you simply say, "No, thank you." You don't have to explain your reasons. Sometimes just saying "no" relieves you of long, complicated explanations of your reasons. Discussion is ended before it begins!

2. The qualified *no*

If someone offers you a can of beer, you reply "No, thank you. I don't drink." You have made your position clear and you have stated your reasons without getting into a long and involved explanation of your feelings about drinking.

3. The silly *no*

If someone offers you a joint, you tell them "No, thank you. I don't have time. I'm meeting some aliens from outer space for lunch." Again, you have made your position clear by saying "no" up front. This time, however, you have used humour to get across your point that offering someone drugs is silly and deserves a silly answer.

4. The 'I care about you *no*'

If a friend offers you a drug, you can say "no" and show your concern for the person. "No, I don't smoke. You know, I am worried about how much you smoke. Sometimes you don't smell nice and I've noticed that you are short of breath at ball practice. If you want to quit, I'll help you. You are my friend and I care about you." This approach turns the tables. Instead of having to explain why you don't smoke, you have made it known to your friend that you are concerned about his/her smoking habit.

Socio-Dramas

(Preparation: 5 minutes
Presentations: 25 minutes)

Several suggested situations are listed below. Peer educators can choose the ones they wish to present, write them onto separate pieces of paper or cards, and ask each group to select one from a box or bag. Situations can be photocopied and chosen ones cut out for student selection.

Each group reads its socio-drama and decides on between two and four ways of saying "no" in the situation presented. All methods should be considered: the Straight *No*, the Qualified *No*, the Silly *No*, and the 'I Care About You *No*'. If groups are to present socio-dramas then each group should decide who will play which part and what answers will be given. One student offers the drugs; two to four others respond, each using one of the methods outlined above.

Groups using the situations for discussion rather than drama, should decide among themselves how to respond and be prepared to report to the whole class.

After each presentation, peer educators should encourage students in other groups to comment. Additional suggestions can be written on the board or flip chart. Limit discussion to ensure that all groups have adequate time for their presentations.

The Situations

1. Your parents have given you permission to attend a school dance. You and your friends are meeting at Jack's house first. When you get there you discover that Jack's parents are out and everyone is drinking beer. You are offered a beer. You don't really want one. You know your parents would be furious if they found out and might not let you attend another dance. Still, these are your friends.

2. You and your friends are hanging around the mall when you meet Jane's older brother. He has some marijuana he wants to share with you. You don't want to try the stuff. You don't even know what it is. Still your friends think Jane's brother is pretty cool and you don't want to look dumb in front of them.

3. You go over to your friend Pat's house and are surprised to find she is drinking - heavily. You know her parents are divorced and her father is an alcoholic who attends A.A. meetings (Alcoholics Anonymous). She seems angry with her dad and blames him for the divorce. She tells you he is going to pick her up shortly and she is getting drunk just to show him what it's like to be with a drunk. She pesters you to have a drink with her and won't take "no" for an answer.

4. You are at your Uncle Fred's house. He's your Dad's younger brother. He comes into the living room with a couple of cans of beer and tosses one to you. "Here," he says. "It's time you learned to drink like a man."

5. You and your friend Sarah are sitting quietly in the park. Unexpectedly she pulls a marijuana cigarette from her pocket, lights up and offers it to you. "Don't say 'no'," she says. "We're already in junior high and if we don't learn how to use this stuff soon we're going to look like we're out of it."

6. You're the new kid in town and you sure would like to make a few friends before school starts. Wow! A new town, a new school, and starting junior high as well. You're walking down the street and see a group of neighbourhood kids hanging around a back yard. Someone invites you to join them. This is your chance to meet a few other kids on your block. Then you notice they are all smoking. Someone offers you a cigarette.

7. You've had a pretty good day all in all. Your team just won the ball game and you feel like celebrating. When you walk into the house you find it is all in darkness, except for the kitchen where you discover your older sister at the table, drinking heavily. "How was your day?" she asks. "Mine was just awful. Here." She pours you a drink of liquor. "Why don't you join me? Misery loves company."

8. You just got a date with that dream guy in Grade 9. Boy, are your friends impressed. You're walking up to the school door for the carnival dance when suddenly he pulls you aside. "Here," he says, pulling a bottle of liquor from his jacket. "Let's share a bit of this before we go in. It'll help us relax, enjoy the party more."

9. You are over at Caroline's house, working on a school project. She's babysitting her younger brother. Just as you settle down to work, she brings in a couple of shots of liquor. "I always have a drink before I start work," she says. "It helps me think better."

10. You and your friends are camping in a tent in Paul's backyard. "Well, I've got the stuff," Paul says suddenly, and opens a kit bag full of booze and cigarettes. "It was a piece of cake collecting this stuff. Now let's really party."

Closing

(5 minutes)

Summarize the messages in the three lessons:

- The more informed a student is about drug facts and effects, the better able he or she is to make a wise decision about intended use or non use of drugs.

- In junior high there are many activities to consider both in the school and in the community. Drugs need not play a part in a student's life.

- A student can effectively say "no" to drugs and make known his or her feelings.

- School and community resources are available to help someone with a drug related problem.

Thank students for their participation and remind them that drug education is on-going. With the knowledge gained from these lessons they are better informed, more able to decide what they want for themselves, and confident to let others know how they feel about drugs. They might consider sharing their information with others through school groups such as TADD (Teens Against Driving Drunk) or other youth groups.

The classroom teacher has been in attendance during the presentations. Thank him or her for participating.

Follow up Activity

As a follow up activity, students can be encouraged to investigate youth groups in their school and community and to share their findings with the class. If this is assigned, it should be pre-arranged with the classroom teacher. Students should be told when the assignment will be reviewed.

GRADE 8 LESSON 1

You Make a Difference

Objectives

To review drug information and consider how to apply this information to making wise personal decisions about drug use/non use.

Time Frame
(45 minutes)

- Introduction: *5 minutes*
- Drug Information Review: *25 minutes*
- Activity: Word Power: *10 minutes*
- Closing: *5 mimutes*

Materials

- Flip chart, or overhead transparencies, projector and screen
- Paper and pencils for students to complete group activities
- Copies of the Fact Sheets for each student (optional)

Remember

Take the time you need to cover this material. Do not rush the lesson. Allow time for students to ask questions and for you to address their concerns.

Introduction

(5 minutes)

It is preferred that students be seated in groups of four. The classroom teacher should be asked *in advance* to organize such a seating arrangement and it should be maintained for all three lesson presentations. In some situations, teachers may require peer educators to arrange the groups. If it is not possible to divide the students into groups, the suggested activities can be done with the entire class as one group.

Peer educators introduce themselves and the objectives of the lesson. Students will review drug terms, drugs and their effects, risks and resources. Several activities are included to encourage small group discussion of the information presented. The focus of the activities is on accepting responsibility for one's decisions by being informed.

The follow up activity provides students with an opportunity to consider other means of supplementing drug information.

Drug Information Review

(25 minutes)

Peer educators review the drug information in the Fact Sheets and assign group activities. Overheads, a flip chart or board should be used to emphasize the most important points. Some peer educators may choose to make copies of the Fact Sheets available to students *at the end of the lesson.* Remember: if handouts are provided before the lesson begins, students may read the material rather than pay attention to the presentation.

Peer educators begin with a review of the drug terms. For example, they may prepare an overhead of the terms, project the overhead and then go over the material in the Fact Sheets.

Once this material has been reviewed, assign the suggested group discussion activities. The activity following each of the subsequent drug terms is to be assigned to one of the groups. Allow time for each group to consider its responses and then invite a spokesperson to report to the class.

Following completion of the review of drug terms, peer educators turn to the section entitled Drugs and Their Effects. The information is listed under the following headings: Uppers, Downers and All-Arounders. Peer educators can make overheads for each category, naming the category, some general effects, and several drugs included in each category. Conclude this part of the lesson with a review of the Fact Sheets on Risks and Resources and assign selected activities.

Activity: Word Power

(10 minutes)

After the review is completed, students play the game, *Word Power*. In this game, the peer educators will give the answer to a question and it is up to the student groups to provide the correct question. Answers and suggested responses are included.

Explain to students that the game is based loosely on a popular television show. Each group is a team. When an answer is posed by a peer educator, the teams have five seconds to determine the correct question and raise their hands. The first team to raise hands is given an opportunity to provide the question. If the response is incorrect, then the second team to raise hands is given a chance, and so on. The team with the most correct responses wins. Emphasize to students that they are not to shout out their responses. They must indicate their intention to provide a question by a show of hands. *All* members in the group must raise their hands before that group can provide the question. Give each group a number.

Write the number of each team on the flip chart or board. One peer educator gives the answer to each question. The other notes the first team to raise hands. If the response given is correct, the second peer educator repeats the answer to the class and gives one point to that team. Do as many as time permits. Students may not give the exact response as written below. Peer educators may approve an alternative correct answer and should also provide students with the response given below.

Word Power Answers

(It is not necessary to present these answers in the order listed. Peer educators either jumble them up or select the ones they wish to use.)

1. A drug that speeds up the body's reactions.
(What is an upper?)

2. A drug that can affect non-users in a room.
(What is nicotine? Note that cigarettes is incorrect.)

3. A drug that is found in chocolate bars.
(What is caffeine?)

4. Crack.
(What is a pure form of cocaine?)

5. Diet pills.
(What is an amphetamine that causes weight loss)

6. A drug that slows down body functions.
(What is a downer?)

7. A common example of a downer that people drink.
(What is alcohol?)

8. A hangover.
(What is withdrawal from alcohol?)

9. When the body adjusts to a drug and needs more to get the initial effect.
(What is tolerance?)

10. Speeds up or slows down the body and alters perception.
(What does an all-arounder drug do?)

11. Marijuana, hashish or hash oil.
(What are some cannabis products?)

12. Experiencing the same drug induced effects long after the drug is gone from the body.
(What is a 'flashback'?)

13. Glue.
(What is an example of an inhalant?)

14. Glue and aerosol cans.
(What are inhalants?)

Closing

(5 minutes)

Thank students for their participation and conclude the lesson by explaining that the focus was on drug information. By learning more about the effects of drugs on the individual, students gain the knowledge to make wise decisions about their intentions toward drugs. In making those responsible decisions, they should consider the consequences of those decisions.

Leave students with the following thoughts on responsibility:

- Each of us has been asked or will be asked to make a personal decision about drug use or non use.

- If you are ignorant of the effects of drugs on the individual then you have little on which to base your decision.

- If you are given the knowledge to make your decision, then you should consider the consequences of that decision.

- If you do not have adequate knowledge, then you are responsible for finding out what you need to know.

The next lesson will involve discussion of what kind of a difference students make in the lives of their friends.

Follow up Activity

Each group is to think of means of supplementing the drug education they have received today. Suggestions include: inviting a Self Help group member, drug information coordinator or police officer to speak to the class, or mounting a display. Students are to discuss among themselves what other sources of drug information are available within their school and community and be prepared to share their suggestions with the class at a time pre-arranged with the teacher.

GRADE 8 LESSON 2

You Make a Difference

Objective

To encourage students to think of ways in which they can make a positive difference in the lives of others.

Time Frame
(45 minutes)

- Introduction: *5 minutes*
- Activity: Championship Game: *15 minutes*
- Socio-drama: *20 minutes*
- Closing: *5 minutes*

Materials

- Fact Sheets on Resources
- Overhead of the Championship Game, or copies for each group, projector and screen
- Copies of the socio-drama for all participants (5 copies)
- Copies of topics for socio-drama presentations in Lesson 3 (optional)
- Box or bag
- Board or flipchart

Remember

Take the time you need to cover this material. Do not rush the lesson. Allow time for students to ask questions and for you to address their concerns.

Introduction

(5 minutes)

Introduce the lesson by explaining that in the first class, students discussed how accurate drug information enables the individual to make responsible decisions regarding drugs. In this lesson, students will discuss means of having a *positive* effect on the lives of others.

There are two parts to the lesson. The first part is a review of the previous lesson through a fun activity. Students will be presented with a situation involving drug use and asked to use their knowledge of uppers, downers and all-arounders to answer a number of questions that follow.

In the second half of the lesson, four students will be selected to assist the peer educators in acting out a socio-drama, entitled "The Responsibility is *Yours*," in which a drug using student will try to shift responsibility for his or her use to family members and friends. The focus is on how those approached by the drug user have either a *negative* or a *positive* effect on him or her.

Activity:

Championship Game

(15 minutes)

This activity is designed to give students an opportunity to consider further the effects of particular drugs on the individual, to give thought to the individual's responsibility toward his or her drug use, and to consider how a person's drug use may affect others.

Begin this activity with a brief review of the drug categories, namely: Uppers, Downers and All-Arounders. If it is not convenient to have the students divided into groups, as in Lesson 1, this activity can be done with the entire class.

All groups are to consider the situation drama that follows and answer the questions included. Each group is to respond by referring to drugs in a particular category. For instance, Groups 1 and 2 answer in terms of Uppers; Group 3 in terms of Downers; and Group 4 in terms of All-Arounders. Each group can select a recorder and a spokesperson.

Copies of the situation and the questions in the handout may be made available to students.

Allow six to eight minutes for group discussion. Then reconvene the class and ask each group spokesperson to present responses to the class. Encourage other students to add *positive* comments.

Championship Game

Handout

You are a member of a team involved in a sport's championship. It may be basketball, soccer, football, hockey, or a game of your choice. The star player arrives late, minutes before the game is to start, obviously under the influence of one of the drugs in your category. Decide on a particular drug and then consider the following questions:

1. Describe the behaviour of the star player. List some of the specific characteristics he or she might experience.

2. How would that person's drug use affect the ability of the team to play?

3. You are a friend of the star player and are very concerned about his or her behaviour. What might you say to that person?

4. After the game is over and your team has lost, what is the player going to say to you and your team mates? "I'm sorry" is not enough.

5. Drug use has had a *negative* affect on that player's performance at today's game. It also had a *negative* affect on you and your team mates. List at least two ways in which the player might accept responsibility for the action and have a *positive* affect on his or her future relationship with you and the rest of the team.

Socio-Drama:

The Responsibility is *Yours*

(20 minutes)

The last activity encouraged students to think about how drug use can have a *negative* impact on the individual and his or her friends, and how a person can have a *positive* effect by accepting responsibility for his or her actions.

Peer educators should emphasize that making a *positive* difference also involves showing you care by listening and suggesting resource people for help, and by encouraging the user to take responsibility for the consequences of his or her actions. If a student wishes to get help, it is important that they talk to someone they *trust* who *listens* and that they know that professional help is available and where to get such help. Suggestions for locating resource people in the school and community are included in the Fact Sheets.

This drama continues discussion about *negative* and *positive* effects. In it, a drug using student, played by one of the peer educators, asks four people for help in continuing his or her drug use. The first two will agree to the requests made by the drug user, the second pair will not agree to the requests. In case certain individuals might be uncomfortable with such involvement, the peer educator should consult the teacher regarding student selection.

The objective should be explained to the students before the drama takes place. It is to emphasize that often individuals allow a person to continue to use drugs, although it is the user who makes the decision to first become involved and to continue. Those approached in the socio-drama can have either a *negative* effect by giving in to the user, or a *positive* effect by encouraging the user to take responsibility for his or her actions.

Select four students from the groups. Explain to the first two that they are to agree to any request made by the peer educator; the other two are to deny any request. The two pairs should stand at opposite sides of the class. Dialogue has been written, but students can make their own responses, provided they remember the part they are to play in the drama. Copies of the dialogue should be provided for the four students.

Peer Educator 1 plays the part of the drug using student. He or she stands in the centre and speaks to the first pair, then to the second pair.

After the socio-drama presentation, ask students to discuss the following two questions (in pairs or groups, if possible):

1. How did those who gave in to the drug user have a *negative* effect while those who refused to give in had a *positive* effect?

2. How else could you have a *positive* effect on a person you care about if you are concerned about their drug use?

The two discussion questions should be written on the board or flip chart for referral by all groups. Points raised during the discussion that follows may also be recorded to assist peer educators facilitate discussion.

Each group should consider its findings and be prepared to share them with the class. Discussion can also occur with the entire class if group work is not convenient. Conclusions to be drawn are:

- *We all have an affect on those close to us. What we can change is the kind of effect we have.*

- *There are school and community resources available to help a person with, or concerned about, a drug problem.*

- *You can have a positive effect by listening to others and showing them you care by not giving in to their drug use and by knowing where to go for help.*

Closing
(5 minutes)

Peer educators should remind students that in the next lesson, groups will be given an opportunity to prepare and act out their own socio-dramas, based on the one presented in this lesson. It should be emphasized, as stated previously, that the focus will be on not giving in to the individual using drugs and letting that person know that family members and friends care. The alternative activity included with Lesson 3 is for classes that do not participate in socio-drama presentations.

A list of suggested topics for the socio-drama follows. Peer educators may use these topics or make up their own. Write the topics on individual slips of paper, put the slips into a box or bag, and allow each group to select one. Socio-drams topics also can be photocopied, cut and selected. Students should think about ways in which their topic could be approached and bring their suggestions with them to the next class. If students are not already working in small groups, peer educators should assign each student to a group for this activity. The easiest method is to ask students to count off in their rows as one, two, three, four; one, two, three, four, etc. All number one students form the first group, all number two students form the second group, and so on. It is not necessary for groups to meet to prepare their socio-drama in advance as time will be allocated at the start of the next lesson. However, individual members should give it some thought.

Explain to students that in the next lesson they will consider resources in the school and community available to help individuals with drug-related problems. Peer educators should refer to the resources listed on the Fact Sheets.

Thank students for their participation and remind them that the lesson dealt with how they can make a *positive* difference in the lives of others. The discussion focused on caring and providing support for friends troubled by drugs in their lives.

Explain that in the last class, students will be asked to give further thought to how they can be a *positive* influence in the lives of others by presenting their socio-dramas and discussing them among themselves.

Socio-Drama Topics

- Scott wants to borrow money to get some booze for a party. He approaches his brother/sister, is caught taking money from his mother's purse, asks his best friend, and asks his dad if he can withdraw some money from his paper route bank account for something he wants to buy.

- Debbie thinks she needs cigarettes. She tries to get money from her parents, from her older brother/sister, she is caught by a child she is babysitting when she tries to take money from a drawer in the kitchen, and she tries to talk a friend into helping her steal a pack from a store.

- Carl has a big test and he hasn't studied for it because he was drunk last night. He tells his mother he is sick, he asks his older brother/sister to call the school, he tells his teacher he has a stomach ache, he asks a friend to let him copy the answers from his/her paper.

- Tanya and her partner have to make a French presentation. Tanya didn't turn up at her partner's house to prepare the presentation because she was drunk. She tells her mother she is too sick to go to school, she tells her teacher she had to babysit and couldn't prepare, she tells her partner she is hopeless at French and asks if she can give part of the presentation even though she didn't help prepare it.

- Jason wants some marijuana. He asks his older brother/sister for money to buy some, he asks his best friend where to get some, he asks a student in an older grade to go with him.

Socio-drama

The Responsibility is *Yours*

- **Peer educator to first student:**

Bob, lend me your Math homework. I need to copy the answers. I couldn't get it done last night. I was at Doug's place. What a rave! I've still got a hangover.

- **First student:**

Not again. This is the third time this month you've asked me for my homework. I do all the work, but you still get the grades.

- **Peer educator:**

OK...OK. This is the last time, I promise. If you don't lend me your homework, I'll flunk Math. Come on, you know how mad my Dad will get. Please. I won't do it again.

- **First student:**

OK. But I mean it. This is the last time.

- **Peer educator to second student:**

Mom, I've got to go out. I'm going to the MacDonalds to babysit. OK? I'll take my homework and do it there. Lisa's coming over to help.

- **Second student:**

I don't think so. Mrs. MacDonald didn't say anything about going out. Last time you said you were going to babysit you met some of the other kids in the park to drink beer. I told you then I wouldn't let you out again on a school night.

- **Peer educator:**

But this is for real, Mom. Why don't you call Lisa if you don't believe me. See if I care.

- **Second student:**

OK. I'll let you go this time. But, if you come in drunk again, I'll ground you this weekend. Do you understand me?

- **Peer educator:**

Sure, Mom.

The scenes are re-enacted as follows:

- **Peer educator to third student:**

Bob, lend me your Math homework, will you? I need to copy the answers. I couldn't get it done last night. I was at Doug's place. What a rave! I've still got a hangover.

- **Third student:**

No way. I told you the last time that I wouldn't lend you anything. In the last three months, you have borrowed my work, borrowed money you haven't paid back, and asked me to tell the teacher you were sick when you skipped class.

- **Peer educator:**
Well, I was sick; I had a hangover. Please. It won't happen again. Just this one time.

- **Third student:**
No. I'm not doing your work for you any longer. It's your responsibility.

- **Peer educator to fourth student:**
Mom, I've got to go out. I'm going to the MacDonalds to babysit. OK? I'll take my homework and do it there. Lisa's coming over to help.

- **Fourth student:**
No. The last time you said you were babysitting, you met some friends at the park and got drunk. I told you then that you were grounded.

- **Peer educator:**
You can't do this. I promised Mrs. MacDonald. She's your friend.

- **Fourth student:**
Lisa will just have to babysit alone. I am concerned about your behaviour and I care about you. But you broke the house rules and now you must accept the consequences.

GRADE 8 LESSON 3

You Make a Difference

Objective

To encourage students to think about the positive differences they make in their lives and the lives of those close to them.

Time Frame
(45 minutes)

- Introduction: *5 minutes*
- Socio-Drama Preparations: *10 minutes*
- Socio-Drama Presentations: *25 minutes*
- Discussion (alternative activity): *35 minutes*
- Closing: *5 minutes*

Materials

- Flip chart, board, or overhead transparencies, projector and screen
- Paper and pencils for all students
- Copies of topics for socio-drama presentations (see Lesson 2) or alternative situations for discussion

Remember

Take the time you need to cover this material. Do not rush the lesson. Allow time for students to ask questions and for you to address their concerns.

Introduction
(5 minutes)

This lesson considers more ways of making a *positive* difference in your life and the lives of others. For most classes, the entire lesson will be devoted to acting out the socio-dramas. Allow ten minutes for groups to prepare their presentations. Before breaking into groups, remind students that their drama should emphasize not giving in to the drug user, and helping and showing consideration for the person. For example, a drug user who asks a friend for his or her homework can be told: "No. You never do your homework these days. You are always out partying. I'm not going to help you because it is time you took some responsibility for your work. *I care about you and am concerned.*" Peer educators can write this statement on the board, flip chart or overhead as a means of encouraging students to use a similar approach in their socio-dramas.

Some peer educators may be advised by classroom teachers not to attempt this activity. Alternative topics for group discussion have been included in the event this may arise.

Socio-Drama: Preparation
(10 minutes)

Students break into small groups. Make sure students have copies of their socio-dramas and allow 10 minutes preparation time. During preparation time, peer educators and the classroom teacher can circulate, providing assistance when necessary.

Socio-Drama: Presentation
(25 minutes)

The groups are to perform in the centre of a circle or in front of the class. Each group has approximately three minutes to present its drama. The other groups are reminded to pay attention as they will be asked to discuss the conclusions in the drama at the end of each performance.

Students watching the performances are asked to note how each player reacts to the drug user who approaches him or her. They should consider if there are other *positive* ways that the situation could be handled.

After each presentation, peer educators ask the other students to summarize the contents. Emphasize that comments should reflect the content of the socio-drama and not how well it was presented.

Peer educators should emphasize that making a *positive* difference involves showing you care by listening and suggesting resource people for help, and by encouraging the user to take responsibility for his or her actions. If a student wishes to get help, it is important that they talk to someone they *trust* who *listens*, and that they know that professional help is available and where to get such help. Resource people in the school and community should be reviewed. Refer to the Fact Sheets.

Discussion
(alternative activity)
(35 minutes)

Each small group is assigned one of the following situations to consider. The situations concern students who are faced with drugs. The group must decide how the members could make a *positive* difference in the life of the main character. Group discussion should focus on showing the student care in helping him or her with the problem. School and community resources can be reviewed. Students show care by *listening* and knowing where to go for help. If group work is not convenient, involve the entire class.

Ask each group to select a recorder and a spokesperson. Allow five minutes for group discussion. Then ask each spokesperson to read their situation and report on the group's suggestions for helping the individual. After each report, ask the other groups to think of additional ways to offer *positive* help. Peer educators may initiate discussion by making their own suggestions and asking students to comment. Situations can be photocopied and cut for distribution, or written on cards or paper.

✂ ----------

• Your buddy, Tom, calls. Last summer he moved to a small town. He was really looking forward to playing on the football team again, but when he got to his new school he found out that there were few extracurricular activities. He met some kids who asked him to join them after school. They are into drugs. Tom says he doesn't want to become involved in drugs, but he sure would like to have friends to hang around with.

✂ ----------

• Your younger brother, Brad, is acting funny. You think he's been drinking. You ask him and he tells you that he downed a couple of beer to see what it was like. Next year he will be in junior high and he wants to get used to drinking before he gets there.

✂ ----------

• You think the world of your older brother, Jim. He was always there when you needed him - he helped you tackle a couple of bullies in elementary school; he showed you the ropes when you got to junior high. Now he is in senior high and he has changed. He's hardly ever home and when he is, he doesn't talk much. A friend tells you she knows Jim skips class and hangs out with a couple of kids who use drugs. You want to talk to him, but you are scared he might get angry.

✂ ----------

• You don't know Mary well, but you have to do a school project with her. You go over to her house and she sets some beers on the kitchen table. "I always have a couple of drinks when I'm working," she explains. "It helps me think better."

✂ ----------

• Anna's scared. Her parents are divorced and her mother's been drinking a lot recently. Sometimes, when her dad drops by, he gets really mad and threatens to take Anna away. Anna would like to go with him; it would be a lot more peaceful. But she thinks her mother needs her and would only drink more if she wasn't there. Can she spend a couple of nights at your house while she thinks things over?

Closing

(5 minutes)

Thank the students for their participation, making special mention of their efforts in preparing the socio-dramas or discussion of situations (if that alternative was selected). Explain to them that drug education is on-going and that these three classes have provided the peer educators and students with an opportunity to talk about how individuals can make a *positive* difference in their lives and in the lives of those close to them.

Review the school and community resources and remind students that each and every one of them does make a difference and what counts is the kind of difference they make.

The classroom teacher has been present for the lessons; thank him or her as well.

GRADE 9 LESSON 1

Deal in Solutions

Objectives

To discuss drug information and review what students have learned.

Time Frame
(45 minutes)

- Introduction: *5 minutes*
- Drug Information Review: *20 minutes*
- Activity: Word Scramble: *15 minutes*
- Closing: *5 minutes*

Materials

- Flip chart, board, or overhead transparencies, projector and screen
- Copies of Word Scramble puzzle and questions, one per group or pair

Remember

Take the time you need to cover this material. Do not rush the lesson. Allow time for students to ask questions and for you to address their concerns.

Introduction

(5 minutes)

Peer educators introduce themselves and the objectives of the lessons.

Grade nine students are concerned with moral issues. They are concerned about drugs in society but may have given little thought to how they can help put a stop to drug abuse in their school and community. In these three lessons, students will be exploring ways in which they can make a *positive* difference in their school and community.

In the first lesson, students will discuss basic drug information and complete an activity to review what has been learned. Some students may already be familiar with this material but a review class will give them an opportunity to affirm their knowledge and ask specific questions. If discussion issues arise in the lesson that peer educators do not have time to deal with in class, they should remind students that opportunities for discussion and debate occur in lessons two and three.

Discussion in the second lesson will focus on ways of helping someone who is affected by drugs either by offering support or suggesting professional help. Students will be expected to find out what professional help is available in their school or community and will consider how to help a friend or family member.

In the last class, students will debate drug related issues. They will consider ways of continuing active involvement in drug prevention activities, both in grade nine and through their high school years.

If possible, students should be placed in four or five groups. These groups will remain together for all three lessons. However, if it is not convenient to form groups, students may complete the activities in pairs. Pair students by asking those seated next to each other to work together. Activities can also be conducted with the entire class as one group. The classroom teacher should be consulted on seating arrangements and advisability of group/pair work.

Drug Information Review

(20 minutes)

Students who have received previous peer drug education classes may already be familiar with the information on the Fact Sheets. Peer educators should review this material with students. It is divided into four sections: Drug Terms, Risks, Drugs and Their Effects, and Resources.

Firstly, peer educators review the Drug Terms. This may be done by writing the pertinent information on the board or flip chart, or by making an overhead transparency. Alternatively, peer educators can make the material available to students. There are a number of activities suggested to help students better understand terms. Peer educators should assign the activities to groups or pairs and give them time to consider their responses. Each group or pair should choose a recorder and a spokesperson. Peer educators reconvene the class and ask each group or pair to report its conclusions. Encourage comments from other students but limit discussion to keep within the time frame.

Secondly, introduce the information on risks involved in drug use. Since many students may not appreciate the dangers they face in experimenting with drugs, it is suggested that peer educators assign

the activities on Fact Sheets to each group. Allow students time to complete the activities in pairs or groups and then invite each spokesperson to present conclusions to the entire class. Once again, discussion should be limited in the interest of time.

Thirdly, review the material on Uppers, Downers and All-Arounders. Peer educators may wish to write the important points on the board or flip chart, or make an overhead transparency. Peer educators should prepare their own points for discussion in order to facilitate class involvement.

Finally, refer to the information on Resources, noting that this topic will be discussed in the next class.

Activity
Word Scramble
(15 minutes)

The objective of this activity is to review what students learned during the previous session on drug information. To play, each student should be given a copy of the Word Scramble puzzle and questions. The answers to each question fit into the spaces on the puzzle.

Once this exercise is complete, peer educators should review the answers with the class. Read out the questions and invite students, in turn, to supply the answers.

A copy of the Word Scramble puzzle (with the correct answers) is provided for peer educators.

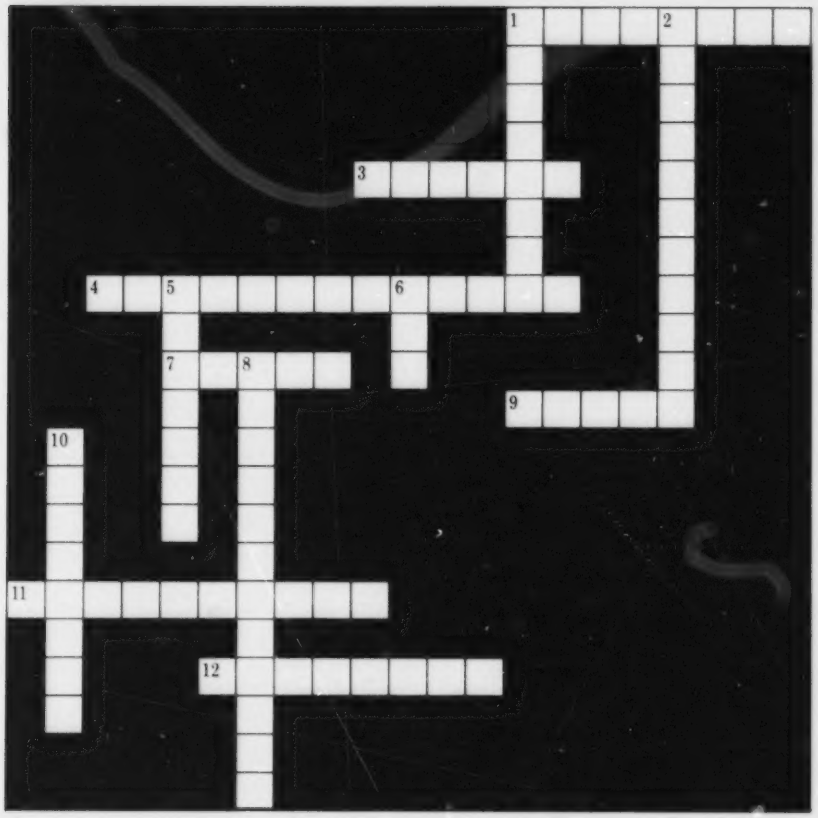
Closing
(5 minutes)

Summarize the objectives of the lesson: to discuss drug information and review what students have learned.

In the next lesson students will look at means of offering support to someone troubled by drugs, either their own use or use by a person close to them. They will explore ways of offering support. Students will also share information about resources available in the school and local community.

Word Scramble

Handout



Questions: Across

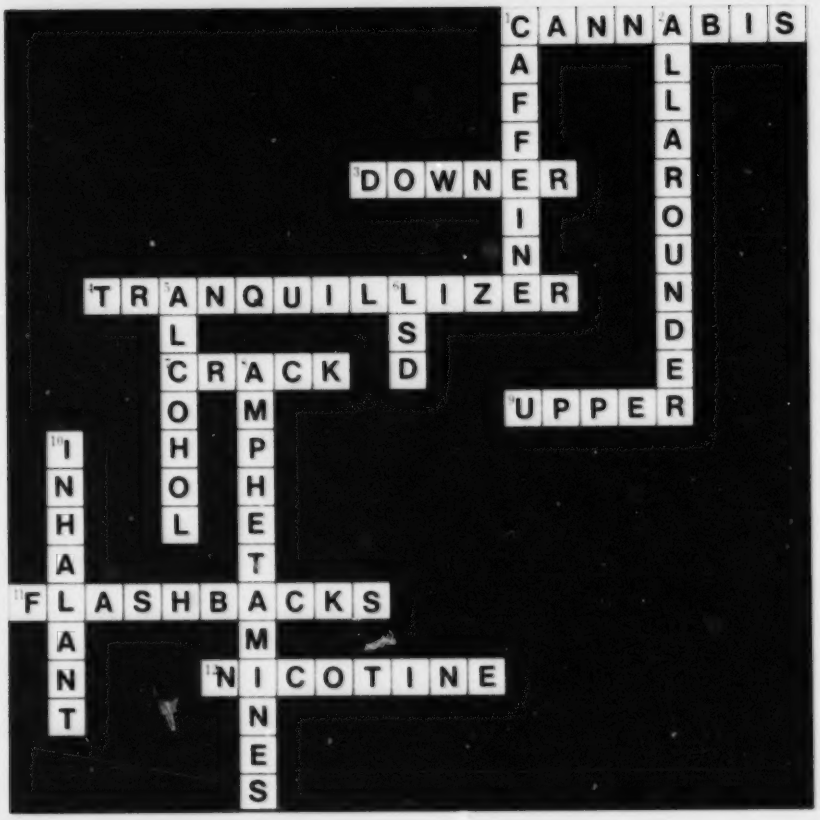
1. What is the drug name for marijuana, hashish or hash oil?
3. What is the term for drugs that slow down the body's reactions?
4. What is the term for the drug found in many cough medicines and sleeping aids?
7. What is the street name for a pure form of cocaine?
9. What is the term for drugs that speed up the body's reactions?
11. What is the term used to describe the recurrent effects of a drug long after the drug is gone from the body?
12. What common drug affects non-users in the same room?

Questions: Down

1. What is the drug found in chocolate bars or cola drinks?
2. What is the term for drugs that speed up or slow down the body and alter perception?
5. What is a widely abused drug that people drink?
6. What drug causes 'flashbacks'?
8. What is the drug found in some diet pills?
10. What is a term used for glue and aerosol sprays?

Word Scramble

Answers



Questions: Across

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3. What is the term for drugs that slow down the body's reactions?
4. What is the term for the drug found in many cough medicines and sleeping aids?
7. What is the street name for a pure form of cocaine?
9. What is the term for drugs that speed up the body's reactions?
11. What is the term used to describe the recurrent effects of a drug long after the drug is gone from the body?
12. What common drug affects non-users in the same room?

Questions: Down

1. What is the drug found in chocolate bars or cola drinks?
2. What is the term for drugs that speed up or slow down the body and alter perception?
5. What is a widely abused drug that people drink?
6. What drug causes 'flashbacks'?
8. What is the drug found in some diet pills?
10. What is a term used for glue and aerosol sprays?

GRADE 9 LESSON 2

Deal in Solutions

Objectives

To consider ways of supporting a friend or family member who is troubled by drugs, either their own use or use by someone close to them, and to discuss resources available in the school and community.

Time Frame
(45 minutes)

- Introduction: *5 minutes*
- School and Community Resources: *15 minutes*
- Show You Care: *10 minutes*
- Being a Friend: *10 minutes*
- Closing: *5 minutes*

Materials

- Fact Sheets on Resources
- Situations, copied onto separate sheets of paper or cards
- Flip chart, board or overhead transparencies, projector and screen
- Box or a bag

Remember

Do not rush the lesson. Take the time you need to cover the material. Allow time for students to ask questions and for you to address their concerns.

Introduction

(5 minutes)

Peer educators begin by introducing the lesson objective, which is to explore means of helping a friend or family member who is troubled by drugs, either their own use or use by someone close to them. Students will share information about school and community resources and will discuss various situations in which they must decide how best to offer support to someone whose life is being adversely affected by drug use. In the final part of the lesson, students will think about how they have helped a friend in the past. This support need not be drug related. It may be that they have helped a friend who has been troubled by school work or have helped a younger brother or sister resolve a conflict with his or her friends. Peer educators should remind students that in this part of the discussion, students will not be asked to reveal incidents involving family or friends and drug use.

Most sections in this lesson involve group discussion. If students formed groups for the first lesson, they should remain in those groups. Otherwise pair students with the person seated closest to them. Discussion can also occur with the entire class as one group.

School and Community Resources

(15 minutes)

In this part of the lesson, students will discuss ways of offering help to a friend or family member troubled by drugs. In order to prepare for this session, peer educators will have to find out what school and community resources are available in their neighbourhood. The Fact Sheets on Resources lists the addresses and telephone numbers of the regional offices of the Nova Scotia Commission on Drug Dependency. The offices should be able to provide lists of other resource people. Peer educators may also call the local office of Alcoholics Anonymous to find out if Alateen, Al Anon and other Self Help groups meet on a regular basis.

The local school may have introduced drug prevention and intervention policies. The classroom teacher, resource teacher or guidance counsellor should be able to provide information about school policies. The individual responsible for implementing such policies may be willing to make a presentation to the class as a follow up to the lesson delivered by peer educators.

Once peer educators have gathered together information about school and community resources, including the names and telephone numbers of contact personnel, they could prepare a handout. Providing students with a copy of this information allows a student who needs help to contact a resource person without letting his or her friends know.

Peer educators review the handout, pointing out that these school and community resources offer help not only to those troubled by their own drug use but also to those who are being affected by the drug use of someone close to them. Some students may be concerned about a friend; others may be worried about a family member who is involved with drugs.

Next, peer educators review with students the steps involved in seeking help with a drug related problem. The headings may be written on a flip chart, board or overhead transparency.

1. Find a trusted friend

Sometimes a friend who is troubled by drugs is lonely. Often all they need is to become involved in other activities with young people. Ask each group to name some of the school and community-based activities available, such as cadets, scouts or guides. If the person is troubled by someone else's drug use they should understand they did not cause the problem, nor can they cure it. They can find positive ways to cope. They need a trusted person to listen to them.

2. Find a trusted adult

If a student is approached by a friend with a drug related problem, often the next step is to find a trusted adult to talk to in confidence. Ask each group or pair to suggest a person to talk to. Groups may suggest church or community leaders, guidance counsellors or resource teachers. Who are the trusted adults in your community?

3. Locate help within the school

A friend who is troubled by drugs may find their school work is being adversely affected. Sometimes, particularly if the problem relates to the drug use of someone close to that student, they can talk to a school authority, such as the guidance counsellor or drug education co-ordinator. Who, within the school, can be approached? Refer to the Fact Sheets on Resources. The school may have introduced drug prevention and intervention policies. Ask groups or pairs of students to name school resource people who can be approached for help.

4. Locate help within the community

If the drug problem cannot be resolved by talking to a friend, a trusted adult, or school personnel, then the individual may need to seek help from community resource people. What organizations are available and who should be contacted for help? Refer to the Fact Sheets on Resources.

Show you care

(10 minutes)

This exercise involves group discussion. Each group or pair is to be given one of the following situations to discuss among themselves. Allow time for each group or pair to decide how they would handle their situation and then invite the group spokesperson to report conclusions to the class. Encourage other students to add their own positive suggestions, but limit discussion to ensure each group or pair has an opportunity to make its presentation.

Photocopy the situations that follow, cut each out and put them into a box or bag. Allow each group or pair to select one. Only five situations for discussion are provided. If there are more than five groups, use some of the situations more than once. Different groups will have different solutions to the same problem.

Remind students of the suggestions for supporting a person with a drug related problem. Students may refer to the headings written on the board, flip chart or overhead while completing the activity:

- *Find a trusted friend*
- *Find a trusted adult*
- *Locate help within the school*
- *Locate help within the community*

Peer educators should also write the following question on the board, flip chart or overhead for students to refer to while completing this exercise:

- *What support could you offer the person wanting help?*

Situations

Students are to suggest what support they could offer in each situation.

✂ ----------

- Linda is having some kids over to her place tonight. I'd like to go but I know there will be drugs at the party. I don't like the crowd she hangs around with. I wish I could talk to her but I'm afraid she'll get angry with me.

✂ ----------

- Did you hear that Dave got suspended from school? He was caught trying to buy some marijuana. I don't think he's done this stuff before, but he sure is in big trouble. The other kids think he's a loser and my parents don't want me to hang around with him anymore. Still, he is my friend. He needs my help but I don't know what to do.

✂ ----------

- I've got to babysit at the Owens tonight. I hate going over there. The kids are OK, but the Owens always have too much to drink and then they want to drive me home. It makes me really nervous. I wish I knew how to talk to them about this.

✂ ----------

- It looks like Dougie may flunk the year. He always used to be so good at school, but this past year he's been doing really badly - not finishing projects and skipping classes. I think he has problems at home. I hear his mother drinks a lot and his father is hardly ever home. I want to help him, but what can I do?

✂ ----------

- I'm really worried about Susie. She used to be such a good friend. But these past few months she seems to have gotten into the booze. She says she drinks to help her cope, but lately she's been turning up at school smelling of liquor. And one evening, when I went over to her place, she passed out. I think she's got a real drinking problem, but I don't know what to do.

Being a Friend

(10 minutes)

In this section, students will consider incidents in their lives when they have been approached by someone in trouble and were able to offer advice. The incident need not be drug related. It can be a a sibling, a friend who has been in trouble, or anyone whose lives they have touched. The objective is for students to recollect the positive support they offered someone else and to recall how they felt about it. The aim is to remind students that they can make a positive difference in the lives of others, and to highlight the important role that listening to others can play in being their friend.

Each group or pair is to discuss among themselves incidents in which they offered support to a friend or family member. They need not mention names. One example might be: "I had a friend who needed help on a school project, so I went over to his house and helped him finish it." Peer educators may suggest examples to give students an idea of what is expected.

Each group or pair is to discuss incidents and consider the questions that follow. Peer educators write the questions on a flip chart, board or overhead, and allow time for discussion. Use of the information in brackets is optional. Following group or pair discussion, peer educators reconvene the class and summarize key points before the formal conclusion. It is not necessary for each group to report. The summary can be held with the entire class.

Questions

1. What was the problem?
(Describe the situation in general terms without naming names.)

2. What help did I provide?
(Did you listen and offer encouragement or did you offer practical advice? Just listening is often all that is required and should be seen as offering positive support.)

3. How did I feel about offering help?
(Most people feel pretty good when someone needs to talk to them and they can offer support.)

Summary

At the end of this exercise, peer educators should point out to students that sometimes we don't appreciate how often we offer support to our friends and family members. But on each occasion when we take a little of our time to listen to a friend who needs to talk, we make a difference in the life of that person—and we feel good about it ourselves. The first and most difficult step to be made by a person troubled by drugs is to find a trusted person to talk to. By being open and willing to listen, we can offer a friend whose life is being affected by drugs, someone to share their concerns with.

Closing

(5 minutes)

Peer educators review the activities in the lesson. Students discussed means of offering support to a friend or family member by being willing to listen, by suggesting a trusted adult to talk to, and by considering school and community resources. They looked at a variety of situations in which they had to consider ways of offering support. Finally, they thought about incidents in their own lives when they have provided the support needed by someone else, and shared how they felt about it.

In the next class, students will consider ways of taking an active role in on-going drug prevention activities. They will be given specific issues to think about and time to prepare class presentations.

GRADE 9 LESSON 3

Deal in Solutions

Objective

To consider issues related to drugs and society.

Time Frame
(45 minutes)

- Introduction: *5 minutes*
- The Issues: Preparation: *10 minutes*
- The Issues: Presentations: *25 minutes*
- Closing: *5 minutes*

Materials

- Separate copies of the five issues for debate
- Box or bag
- Board, flip chart, or overhead transparencies, projector and screen

Remember

Do not rush the lesson. Take the time you need to cover this material. Allow time for students to ask questions and for you to address their concerns.

Introduction

(5 minutes)

In this lesson, students will consider how they can make a difference to their friends and in their school and community. They will think about the importance of this difference both in their daily lives and in their future.

Peer educators should explain that students will be given selected issues to debate among themselves. They must decide what *positive* contribution they can make and then prepare a three-minute class presentation.

Students must be grouped for this exercise. If groups have not been arranged previously, ask students seated near each other to form groups. Five groups are required. Each group should choose a recorder and a spokesperson.

The Issues: Preparation

(10 minutes)

Each of the situations on the handout must be discussed within the group and a short class presentation prepared. Peer educators should photocopy the page of situations, cut out each, and put the pieces of paper in a box or bag. Each group must select one.

Peer educators begin by explaining that drugs affect all of us from the child who finds a bottle of headache pills to the toddler who gulps the remains of a drink, to the elementary student experimenting with marijuana, to the high school student who is abusing alcohol. It affects our lives when friends are involved with drugs; it affects our schools when drug dealers are on the grounds; it affects our communities when drug deals are happening in our neighbourhood; it affects our country when police and money are tied up with the war on drugs. In debating the issues that follow, students will consider how they can make a positive difference in helping to resolve conflicts involving drugs.

During the preparation time, peer educators should walk around the class, offering advice when necessary. The classroom teacher may also be invited to provide help.

The Issues

1. **I know there are kids in this school who use drugs. But I'm only one person. What can I do?**

Students must think of ways in which just one person can make a *positive* difference by acting as a role model. You make a *positive* difference by becoming involved. The choice is yours. Do you have a responsibility to act for the prevention of drug abuse? If so, how? If not, why not?

2. **I know drugs are available in our school yard, but what can I do about it?**

How can you discourage drug dealers from using your school yard for business? What if you do nothing? Do you have a responsibility to act for the prevention of drug abuse? If so, how? If not, why not?

3. **We are the committee for the school graduation dance. We know that some of the kids will bring booze to the dance, but what can we do? We're only students. Is it up to the teachers to handle it?**

With authority comes responsibility. Should your committee make it known that drugs are not welcome at the dance? Should your committee leave it to the teachers in attendance to catch anyone with drugs? What kind of message are you sending to the other students? Do you have a responsibility to act for the prevention of drug abuse? If so, how? If not, why not?

4. **I'm in Grade 9 now, but next year I will be in Grade 10 - bottom of the pile.**

You may think Grade 10 will be bottom of the heap - but it isn't. You are more mature now and you have a greater understanding of drug issues. Will there be too many other things for you to do instead of being involved with drug prevention? What if, given your knowledge, you elect to do nothing? Do you have a responsibility to act for the prevention of drug abuse? If so, how? If not, why not?

5. **I want to become involved in the prevention of drug abuse now, but I don't know what to do.**

By Grade 9 you have received quite a bit of drug education. Should you share your knowledge? Should you supplement your knowledge by inviting school or community resource people, such as police officers, to talk to youth groups? Do you have a responsibility to act for the prevention of drug abuse? If so, how? If not, why not?

The Issues: Presentations

(25 minutes)

Peer educators invite each group spokesperson to read the issue and report on the group's decisions. Groups may also share the responsibility of making the presentation.

After each presentation, invite other students to make positive comments. Allow approximately three minutes for the presentations and a couple of minutes for students' comments. Limit discussion time to ensure that each group has an opportunity to speak. If discussion is lively, the classroom teacher can be asked to continue this exercise in another class. Drug prevention activities suggested by groups can be recorded on the board, flip chart, or overhead.

Closing

(5 minutes)

Summarize the lesson. During this class students considered many ways in which they can act as positive role models. Remind them that each and every one makes a difference in the lives of others. It may be taking the time to listen to a friend who needs to talk, forming a drug awareness club, or joining a community youth group. Whatever action is taken, it does make a difference.

Thank the classroom teacher in attendance and the students for their participation.

Follow up Activity

This exercise must be pre-arranged with the classroom teacher.

The objective of this activity is to stress that drug education is on-going. Students have received drug education in junior high; the time has come to put their knowledge to positive use.

Each group is to decide on one on-going drug awareness program they can initiate in their school. Some ideas include: forming a drug awareness club, mounting a booth during Drug Awareness Week; holding a poster competition on a theme such as *"Stop drugs before they stop you;"* arranging for a speaker to address a class or community group (a police officer, a drug education co-ordinator, or a representative from a Self Help group); presenting a video (or making their own); arranging for a presentation at a Home and School Association meeting. Each group should determine its own activity, discuss it with the classroom teacher, and act on it.

FACT SHEETS ON DRUG INFORMATION

- **Drug Terms**
- **Risks Involved in Drug Use**
- **Drugs and Their Effects**
- **Resources**

Drug Terms

This section includes suggested activities to help students better understand the terms.

Drug

A drug is any chemical substance that changes the way the body functions. Drugs can change the mood of a person and the way he or she thinks, feels and acts.

- **Activity**

Consider household drugs and how they can affect the user. For example, an antihistamine may relieve the symptoms of hayfever, but some antihistamines also make the user sleepy.

Ask for examples of household drugs from the students and consider the effects with the entire class. If the classroom teacher approves small group work, assign specific drugs to each group. One method is to write the names of household drugs on slips of paper, put them into a bag or box, and let each group select one slip. Suggested household drugs include: headache pills, cough medicines, antihistamines, sleeping aids, wake up pills, pain killers, muscle relaxers, indigestion tablets.

Harmful Involvement

Harmful nvolvement is the use of a drug to the extent that it interferes with everyday life. The adult who has a drink in the evening to wind down after work may not be harmfully involved with alcohol. But if that individual becomes upset if no alcohol is available, then he or she may be harmfully involved.

- **Activity**

  Think of two situations in which a student might become harmfully involved with a drug.

Tolerance

Tolerance occurs when the body adjusts to a drug to the point that increased amounts are required to achieve the initial effects. An adult who find one drink relaxing may, after a while, discover that it takes two or three drinks to achieve the same effect. This is developing a tolerance toward alcohol.

- **Activity**

  A person often doesn't realize that he or she is becoming tolerant of something. The smell of freshly baked bread may hit someone who has just walked in the door, but soon wears off. This is a form of tolerance because the person has adjusted to the smell of the bread.

  Think of ways in which you have been tolerant recently. Perhaps you let a younger brother or sister annoy you without becoming angry. You are being tolerant of their behaviour. Give other examples.

Dependency

Dependency is becoming used to a drug to the point that a person relies on the drug to function normally and will suffer withdrawal if the drug is taken away. A smoker may become anxious if he or she runs out of cigarettes.

- **Activity**

  Discuss among yourselves some of the things on which you are dependent in your everyday lives. You may be dependent on a teacher to provide extra help or a friend to be there when you need support. Think of other examples.

Withdrawal

Withdrawal describes the effects on the person when one stops taking a drug or reduces the amount. Usually the effects of withdrawal are the opposite of the effects experienced when the drug is taken. The person who has a cup of coffee every morning to wake up may feel drowsy on a morning when they miss a cup of coffee.

- **Activity**

  Consider some of the things you like to do every day. It may be watching television, playing ball, eating a snack after school, or calling your best friend on the telephone. Consider how someone might feel if he or she could no longer do these things.

Risks Involved in Drug Use

This section helps students understand some of the risks involved in taking any drug without proper medical supervision. The activities encourage them to think about these risks in terms of their own lives.

All drugs have risks or side effects.

Acetylsalicylic Acid, or ASA, taken to relieve a headache, may cause stomach ache. Antihistamines, intended to relieve the symptoms of hay fever or other allergies, may make the user drowsy. Cigarettes increase the heart rate and make the smoker feel winded or out of breath during exertion.

- **Activity**
  Consider ways in which smoking can affect your enjoyment of sports or other activities.

Drugs that affect the mind can be dangerous.

Drugs can affect the ability of a person to react under certain conditions. For example, a student who has been drinking may not be able to think clearly or answer questions in class. No one should ever get into a car if the driver has been drinking. Think of the consequences of riding a bicycle or driving a car after a couple of drinks.

- **Activity**
  Consider situations in which you need to be able to react quickly. What might happen if your reaction time was affected by drugs?

The greater the amount used, the greater the risk of accidents.

One drink of alcohol affects the brain. One or more drinks in a short period of time makes the person accident prone.

- **Activity**
  It is not just alcohol that makes a person accident prone. Consider what might happen to a student who drank an excessive amount of coffee before school, or who took two sleeping tablets at night instead of one. Can you think of other situations in which a person might become accident prone if they took too much of a particular drug?

Risk increases with the length of time a drug is used.

Some students may think that it's OK to have a couple of cigarettes at a party. Immediate effects include bad breath, smelly clothes and hair, and shortness of breath. If the person continues to smoke, he or she can permanently damage the heart or lungs. Smoking is illegal for persons under sixteen years of age.

- **Activity**
  Discuss what might happen to a student who drinks alcohol at a young age.

One plus one equals three.

There are increased risks involved in taking more than one drug at a time. The combined effects of two drugs can be greater than either drug taken alone.

- **Activity**
  Consider what might happen to the person who:

- has a couple of cigarettes with a cup of coffee
- uses marijuana while drinking alcohol
- takes a couple of unknown pills while drinking alcohol

The interaction of person, drug and setting make a difference.

The interaction of the person, drug and setting determines the effects and consequences of drug use. Factors pertaining to the person (such as age, size, weight, mood, and emotional and physical state) interact with factors relating to the drug (such as type and amount taken, and frequency of use), and with factors relating to setting (such as are friends also using drugs, is the user alone, do parents approve or disapprove).

- **Activity**
  Consider the following situations in which the factors of person-drug-setting play a role.

- A toddler finishes the remains of a bottle of beer at a family celebration. How might the child react to the alcohol? What might be the consequences for that child?

- A ten-year-old smokes a cigarette because his or her parents smoke and therefore "it must be OK." What might be the consequences?

- A junior high student consumes a few beers before the dance because "friends drink." What might be the consequences? What else could the student have done?

- A student smokes a cigarette with coffee at breakfast before the big test. What might be the consequences?

- A student drinks a beer after school to relax before trying out for a sport's team. How might that student react during the try-outs? What might be the consequences?

- A student smokes marijuana to relax before meeting the school guidance counsellor. How might that student behave? What might be the consequences?

Drugs and Their Effects

Different drugs affect the body in different ways. The drugs discussed below either speed up the actions of the brain, heart and lungs (Uppers), slow down the actions of the brain, heart and lungs (Downers), or combine to produce varied reactions to these vital centres (All-Arounders).

Uppers

Uppers, or stimulants, act on the central nervous system to speed up normal body functions. The user may be excitable, agitated, or even aggressive.

Examples:

- **Nicotine** is an extremely toxic substance found in cigarettes and other tobacco products. There are thousands of other chemical products in a single cigarette. One is tar, used to coat roads to make them waterproof; another is carbon monoxide, the gas that escapes from the exhaust of a car which can suffocate a person who inhales it in an enclosed space.

  Smoking is known to be habit forming and smokers often show signs of withdrawal long after the nicotine is gone from the body. Because it is habit forming, many smokers find it difficult to give up cigarettes.

  Second-hand smoke is the smoke exhaled by the smoker and inhaled by people nearby. Second-hand smoke contains many of the by-products of tobacco, such as tar and carbon monoxide. These are harmful for people, especially those suffering from heart disease or breathing problems such as bronchitis or asthma. That is one reason why smoking is restricted in many public places.

- **Caffeine** is a stimulant found in most coffees, teas, chocolate foods and cola drinks. Many people who find it hard to wake up in the morning take a caffeine drink to get them going. Too many caffeine drinks during the day may make the user feel jittery, nervous and unable to concentrate.

  Caffeine can be habit forming. The habitual caffeine drinker can suffer withdrawal symptoms.

- **Cocaine** also known as C, coke, snow or nose candy, is a fine white crystalline powder. Crack is a pure form of cocaine. A person can become quickly addicted to cocaine or crack.

  Like other uppers, cocaine increases the heart and breathing rates, dilates the pupils, causes sweating and paleness, and can reduce the appetite. In large doses, the drug can cause erratic or violent behaviour, and even heart failure. Prolonged use of cocaine may result in chronic restlessness or insomnia, extreme excitability, unprovoked suspiciousness of others, and a change of perception.

- **Amphetamines** can give the user a feeling of well being. He or she may be more talkative and feel more powerful. However, these drugs can also make the person dizzy or nervous, and can lead to depression and anxiety.

  Use of amphetamines over a long period of time can cause chronic anxiety, severe weight loss, and abnormal sleep patterns.

Downers

Downers, or depressants, act on the central nervous system to slow down the brain, lungs and heart.

Examples:

- **Alcohol** refers to ethyl alcohol, the depressant drug in alcoholic drinks. Standard drinks contain the same amount of ethyl alcohol.

  After one of two drinks a person can lose inhibitions or inner controls. He or she may feel more relaxed or even more lively, however it also affects the ability to know when to stop drinking. Alcohol intensifies emotions.

  Alcohol affects co-ordination and perception, sometimes without the person realizing it. They may think they can ride a bicycle, but fall off. They may believe they can drive a car, but cause a fatal accident.

  Too much alcohol can lead to dizziness, a hangover, and other withdrawal symptoms. There is no cure for a hangover. Time is the only way the body can be rid of alcohol. The liver burns up ninety-five percent of the alcohol at a set rate and cannot be hurried. The other five percent is lost through urination, perspiration and respiration.

  Alcohol is a widely abused drug.

- **Tranquillizers** come in many forms. They may be prescribed for depression or to induce sleep. Over-the-counter sleeping pills, cough medicines and many brands of antihistamines contain tranquillizing drugs.

  Tranquillizers slow down the functions of the body and the brain. Users may feel drowsy and their reaction times are slowed. That is why so many sleeping aids and cold medicines warn users not to drive or operate machinery while taking them. It can be very dangerous to combine such drugs with other depressants like alcohol.

All-Arounders

All-arounders, sometimes known as hallucinogens and mixed action drugs, have varied effects on the heart, brain and lungs. These drugs are often called mood-changers.

Examples:

- **Cannabis** includes marijuana, hashish and hash oil, which are obtained from the hemp plant "Cannabis Sativa." These products slow down the activities of the brain as well as produce an hallucinogenic effect, causing the user to perceive things that aren't there, and change the reality of things that do exist. Cannabis distorts a person's senses. The user may suffer from a loss of perception of time, sound, colour, taste, feeling and vision.

- **Lysergic Acid Diethylamide (LSD)** is an hallucinogenic drug made from a fungus.

  LSD causes dramatic changes in the functions of the central nervous system, including a rise in blood pressure and body temperature, dilated pupils and rapid heart beat. The user

experiences changes in perception, thought and mood. "Flashbacks" can exist; these are sudden reoccurrences of the experience of using LSD long after the drug has been taken.

- **Inhalants** refer to the gas in aerosol cans such as cooking oil, or the vapours from glue products. The drug enters the bloodstream through the lungs.

  Immediate effects include feelings of recklessness and a sense of invincibility which can lead to accidents. These drugs slow down breathing and heart rate (sometimes to the point of unconsciousness, or even death). They result in blurred vision, confusion, headaches, lack of co-ordination, slowed reactions, impaired judgment, and changes in perception. Inhalants also cause nose bleeds and damage to internal organs such as the liver or kidneys.

Resources

Students may be troubled by drugs in their lives, either through their own use or use by friends or family members. This section has been included to reassure students that there are resources within both the school and community that can help.

The student who is concerned about drug use needs to identify a trusted person to talk to. The exercise that follows encourages students to think about who to approach for help.

- **Activity**
  Consider the following situations:

- A friend thinks he or she is becoming dependent on a particular drug and wants help. They don't want to discuss it with family members. Who could they talk to?

- You think a close friend is becoming dependent on a particular drug although he or she denies it. You would like to help but are afraid of losing that person's friendship if you interfere. Who could you talk to?

- A friend tells you that a member of their family appears to be dependent on a drug. They would like to get help in learning how to cope with the situation at home but don't know who to talk to. What would you suggest?

Resource Agencies

There are resource personnel and programs available in the school and community able to help students troubled by drugs in their lives. The school board may have a drug education co-ordinator, prevention programs, support groups, drug awareness events, and/or have established a student assistance process. Some helping agencies in the community include:

- **Nova Scotia Commission on Drug Dependency**

Drug Commission personnel may be contacted at the following addresses:

Central Office
6th Floor
Lord Nelson Building
5675 Spring Garden Road
Halifax, N.S. B3J 1H1
(902) 424-4270

Cape Breton
115 Alexandra Street
P.O. Box 640
Sydney, N.S. B1P 6H7
(902) 563-2030

North Shore
Denoon Street
P.O. Box 359
Pictou, N.S. B0K 1H0
(902) 485-4335

Metro/Lunenburg
P.O. Box 896
Pleasant Street
Dartmouth, N.S. B2Y 3Z6
(902) 424-5623

Valley
Valley Health Services
Association
Miller Hospital
Kentville, N.S. B4N 1C4
(902) 678-3251 (local 140)

Western
Western Regional Health Center
50 Vancouver Street
Yarmouth, N.S. B5A 2P5
(902) 742-2406

Self Help Groups

- **Alcoholics Anonymous** provides support for individuals whose lives are being or have been adversely affected by alcohol.

- **Al Anon** provides support for families and friends of alcoholics.

- **Alateen** provides support services for young people troubled by alcohol.

- **Narcotics Anonymous** provides support for individuals whose lives are being or have been adversely affected by drugs other than alcohol.

- **Activity**
- Compile a list of resource people and agencies and self help groups in the community, complete with telephone number and name of a contact person for each agency or self help group. Consider ways to share this information within your family, school or community.
- Consider ways you can remain involved in on-going drug prevention activities.
- Make a list of relevant audio visual material available, and arrange for your peer education group to view this material and discuss it. Consider methods of sharing these audio visual resources within your family, school and community.